

# Strathdearn Primary School Prospectus



## Session 2025-2026

**Strathdearn Primary School**

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## **Opening Statement**

We hope you will find this school handbook helpful and informative about the work and life of the school. Every effort has been made to make the information as up-to-date and relevant as possible; however for the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements.


## **Strathdearn Primary Vision, Values and Aims**

At Strathdearn Primary school we believe it is important to involve staff, parents and the pupils when developing our vision, values and aims for our school. During consultations with all our partners the following was decided.

**STRATHDEARN PRIMARY SCHOOL  
VISION, VALUES & AIMS**

Our vision is for the school community to work together to provide the highest quality learning experiences for all children, enabling them to attain and achieve their full potential.

We are **KIND**



We are **HONEST**

We are  
**INCLUSIVE**

We are  
**ENCOURAGING**

We are  
**RESPECTFUL**

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## School Staffing

**Head Teacher**

**Mrs Arlene Beattie**

**Class Teachers:**

**P1-4 Mrs Charlotte Murray/ Miss Lesley Morrison (CCR Cover Wednesday)**

**P5-7 Miss Lesley Morrison (Mon,Tues,Wednesday afternoon)**

**Mrs Arlene Beattie (Wednesday morning, Thursday, Friday)**

**Early Years Practitioners (EYPs):**

**Mrs Deborah Mackay and Mrs Donna Edwards**

**Mrs Sarah Hibbard and Mrs Liza Simpson**

**Additional Support Needs Teacher: Miss Pauline Randell (alternate Tuesdays)**

**CCR**

**Curriculum Specialist (PE):**

**Miss Eilidh Cooper**

**Pupil Support Assistants (PSA):  
and Mrs Morven Bigham**

**Mrs Kerry Mackinnon, Mrs Emma MacLellan**

**Clerical:**

**Mrs Alison Murray**

**School Cook:**

**Mrs Sharon**

**Facilities Management Assistant:**

**Mr Glenn Fraser**

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## **School Information**

**Current Roll Session 2024-25 (November 2024):**

<b>P1-7</b>	<b>32 pupils</b>
<b>ELC/Nursery</b>	<b>11 pupils</b>

## **School Year**

**Please see below link to access all school dates and holidays.**

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

## **Useful Information:**

Organisation of the school day:

The school day begins for **all** pupils at 9.00 am.

There is a morning break for all primary pupils from 10.30am – 10.45am.

Lunch break for all primary pupils is 12.15pm – 1.15pm

The school day finishes for all primary pupils at 3.15pm.

## **School Dinners**

A cooked meal is available at a cost of £2.30. Please note **all** P1-5 pupils are entitled to free school meals. Payments for P6-7 lunches should be made on Mondays for the week ahead. Provision is made for packed lunches to be eaten in the canteen area. We request that parents ensure that packed lunches are well-balanced and healthy as we are a health promoting school.

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Free school meals can be claimed in certain circumstances, for information and application form please see

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

## **School Uniform**

The wearing of school uniform is strongly encouraged as it not only prevents discrimination but helps the children identify with, and feel proud of, the school.

Strathdearn Primary school sweatshirts are royal blue. School sweatshirts and white polo shirts with the school badge, may be ordered through the school office. Black or grey trousers or skirts are preferred. Any profits made from the sale of uniforms goes directly into the School Fund.

PE kit consists of a t-shirt (plain coloured, preferably white), dark PE shorts (navy or black) and shoes for indoor PE that won't mark the hall floor. It's a good idea to have a pair of joggers and a pair of trainers for outdoor PE, when the weather permits which is usually Term 1 and Term 4.

## **Personal Property**

Children frequently lose articles of clothing at school. All clothing including jackets, sweatshirts, footwear, PE kit etc- should be clearly marked with the child's name. It is also helpful to have names on packed lunches and other personal items. Unclaimed items are placed in the RagBag at the end of each term.

## **Communication**

We pride ourselves on an open door policy where by appointment families can contact relevant members of staff. We will endeavour to be responsive to any request within 24 hours but certainly within 5 days of the issue being raised. We also have **parent teacher meetings** twice a year and regular informal times for parents to meet the class teacher. We have regular open afternoons, performances, community events, etc. throughout the school year, to which our families are invited. We use our school blog to share information and latest news. We also send out text messages to main contact with important information

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(school closures) when necessary. A school **newsletter** is issued termly to all parents. This letter contains features about the life of the school and includes information about important dates and events. Other school information is issued in the form of a **letter**. Usually the eldest child in the family will receive correspondence.

Twice a year we hold **open learning morning/afternoons** to allow parents to see and comment on work and progress their child(ren)are making.

We also communicate through **curriculum workshops** to demonstrate specific aspects of the curriculum.

The school **blog** and **twitter** are regularly updated and can be found at:

<https://strathdearnblog.wordpress.com>

**@StrathdearnPS**

## **The School's Standards and Quality Report for Parents**

The Standards and Quality for Strathdearn ELC and Primary can be found at - [Strathdearn Primary Standard and Quality Report](#)

### **Reporting to Parents**

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

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

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

Parents will receive feedback on their son or daughter's progress through pupil reports, High Quality Assessment Tasks and target setting information.

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

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A written report is issued in June. Parents are welcome at any time to make an appointment with the school office to discuss their child's progress with staff or ask for information, support or advice on how best to support your child's learning.

## **PARENTS/GUARDIANS/CARERS AS PARTNERS**

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

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks – online profiles and High Quality Assessments
- Target Setting
- Information on the school blog

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

The school always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at parents evenings and from Parent Forums.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting – James Beatty.

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

## **ATTENDANCE/ABSENCE**

Good attendance is vital if pupils are to achieve their full potential. When a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, (01463 226197) and a reason for their absence given. A note should be written to the class teacher, confirming the reason for the absence, on your child's return to school.

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Registration will take place electronically by the class teacher using a system called SEEMiS. This will take place every morning/ after lunch and once a teacher has entered the information for a particular day, this can then be accessed by the school office who will make arrangements to contact any parents/guardians of pupils who are absent by phone in the first instance.

It is Highland Council policy that where a child is absent or late (and the school has not been given prior notice), the school will make concerted efforts to contact parents/guardians to find out why. **Therefore, it is vital that all parents/guardians should contact the school by 9.30am.** Failure to contact the school will result in an unauthorised absence. All unauthorised absences are actively pursued by the school.

### **Three Day Rule for Unexplained Absence of Pupils**

#### **Day 1; First day of unexplained absence of a pupil**

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

#### **Day 2; Second day of unexplained absence of a pupil**

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

#### **Day 3; Third day of unexplained absence of pupil**

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

### **Steps for Parents**

- Keep the school up to date with your telephone number, including mobile phones if you have one, and other details for emergency contacts.
- Inform the school of any pre-arranged absence e.g. attendance at hospital appointment prior to the absence taking place
- Inform the school or pre-school of your child's absence by 9.30 on the morning of the first day of absence.
- Respond promptly to contacts from the school.

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Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. Pupils must be collected and returned to the school office by a parent/guardian. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them 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.

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

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

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. The link below takes you to school term dates on the Highland Council website to aid planning of any holidays you may be considering

[School term dates | The Highland Council](#)

Parents deciding to make holiday arrangements during school term, should confirm this in writing to the Head Teacher.

## **Medical Information**

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

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

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

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

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

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

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

## **Minor injuries**

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

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## **Information on Head Lice**

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing using your usual shampoo, conditioner and a detection comb – ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice – the only evidence that your child is infected.

If you find a living louse, ask your pharmacist, school nurse, health visitor or GP for advice regarding treatments.

For further information:

<http://www.healthscotland.com/uploads/documents/headlice.pdf>

Parents should advise the school of all cases of 'head lice' and pupils should not be returned to school until their hair has been treated.

## **Equality and Diversity**

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act.

The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:

- Age\*
- disability
- gender reassignment
- marriage and civil partnership\*
- pregnancy and maternity
- race
- religion or belief
- sex

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- sexual orientation.

\*Age and marriage and civil partnership are not protected characteristics for the school's provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

The school endorses the authority's 'Promoting Equality and Diversity' guidance.

## **Bullying**

Bullying is unacceptable in all schools and when it arises we have procedures for dealing with it. We take a proactive approach to bullying and discuss what this is and its effects of this with the children through class discussions and school assemblies. Parents and carers should make their children aware of cyber-bullying which is becoming more prevalent through social networking sites which many children access from home.

All school staff do their very best to identify bullying and to take action to remedy the situation. Discussions with children of the desirability of considerate behaviour, is a normal part of a teacher's work.

We welcome parents highlighting any issues regarding bullying type behaviour towards their child.

The school endorses the 'Promoting Positive Relationships' guidance issued by The Highland Council. The policy can be found here - [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)

## **Child Protection**

At Strathdearn Primary we strive to provide a safe, secure and nurturing environment for our pupils which promotes inclusion and achievement. All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at

[http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

## **Parent Council**

Strathdearn Primary School has an active parent partnership. Parent Council meetings are open to all parents and meetings are usually held termly. Minutes of each meeting are emailed to all parents and can be accessed on the school blog. The aim of the Parent Council is to further enhance the education of the children representing the views of parents and promoting contact between the school and the local community. To contact the parent council please email the ChairPerson – Mr James Beatty on [Strathdearnl.primary@highlandpc.co.uk](mailto:Strathdearnl.primary@highlandpc.co.uk)

Since August 2007, as a result of The Scottish Schools (Parental Involvement) Act 2006, all parents are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views.

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

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

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. We would encourage any parents to get involved in the life of our school, become a member of the Parent Council and help our school be the best it can be.

Generally, members of the Parent Council must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

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

Further information is available from the Education Scotland Parent Zone site:

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

## **Emergency/ Early Closure Procedure**

Parents will normally be notified if a departure from normal school hours is to occur. Our general policy will be to remain open where possible. However, before the onset of winter, parents will receive a letter from the school detailing the early school closure procedure for extreme circumstances. Information in this respect can be gained in the following ways:

- 1) Information in regards to school closures can be found at <http://www.highland.gov.uk/schoolclosures>
- 2) Moray Firth radio (MFR) will broadcast information about school closures at 07.10, 07.40, 08.10 and 08.40.
- 3) Strathdearn Primary School blog will be updated as soon as possible. This can be viewed here - <https://strathdearnblog.wordpress.com/>
- 4)

**At any time of severe weather, the final decision on whether a pupil attends school rest with their parent/carer.**

In the event of the school grounds being evacuated in an emergency, pupils will be taken to the Strathdearn Hub. Fire drills are held at regular intervals throughout the year.

## **Additional Support Needs**

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a Child's Plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[Highland Practice Model - delivering additional support for learners](#)

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### [a co-ordinated support plan](#)

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** 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, Judith Pirie. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[Additional support for learning | The Highland Council](#)

## **Information about the 2009 Additional Support for Learning Act**

The detail previously included in this part of the guidance note relating to the 2009 Additional Support for Learning Act, including the link below, should be removed as the information is old. Current guidance is provided in the earlier **Support for Pupils** section.

2009 Additional Support for Learning Act: <http://www.legislation.gov.uk/asp/2009/7/contents>

## **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 found [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. Alternatively, 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.

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## **Complaints and Requests for Service**

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Arlene Beattie. This will usually be the Head Teacher in a primary school and Guidance Teacher in a secondary school 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. Should a situation not be resolved, parents can contact the Care and Learning Manager:

Mrs Fiona Shearer

Area Education & Learning Manager

Highland Council Head Quarters

Glenurquart Road

Inverness

IV3 5NU

Complaints will be investigated and any recommendations or requirements will be communicated to the Head Teacher.

## **Transport Requests/ Complaints**

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:public.transport@highland.gov.uk).

## **The Community**

Strathdearn seeks to have links with members of the school and wider community. Visiting speakers with specialist expertise or life experiences are frequently invited into the school to share their experiences with the children and vice versa.

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## **Extra- Curricular Activities**

These are activities that children can be involved in after school. The types of activities vary depending on the expertise available, staffing, parent involvement and time of year.

Please refer to our newsletters and school blog for current activities.

We welcome any parent who may have a special interest or expertise and would like to help with the organisation of an activity.

## **Transfer to Secondary School**

### **PLACING REQUESTS – PARENTAL CHOICE**

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, Fiona Shearer. Placing request forms can be obtained from [http://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2)

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

Please note that you should **still** enrol your child at the local secondary/primary school for the area in which you live. You should do this well before your child's entry to the school in August.

Mutually convenient arrangements to visit the school can be made through the school office.

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

## **Curriculum for Excellence**

The curriculum framework for all Scottish education establishments for 3-18 years called the Curriculum for Excellence will offer better educational outcomes for all young people and will provide more choices and more chances for those young people who need them. Our school constantly seek to progress and improve standards and attainment by following and adjusting progressive curricular frameworks.

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The aims of Curriculum for Excellence are that every child and young person should:

- Know they are valued and will be supported to become a **successful learner**, an **effective contributor**, a **confident individual** and a **responsible citizen**.
- Experience a traditionally broad curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages active, healthy and environmentally sustainable lifestyle and builds appreciation of Scotland and its place in the world.

The experience and outcomes under the Curriculum for Excellence are written in five levels.

**Early Level** – the pre-school years and P1 or later for some

**First Level** – to the end of P4, but earlier for some

**Second Level** – to the end of P7, but earlier for some

**Third and Fourth** – S1 to S3, but earlier for some

**Senior Phase** – S4-S6 and college or other means of study

A child should experience a balanced curriculum in their seven years in primary school. The curriculum should also offer **challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance**.

More information regarding Curriculum for Excellence can be found through Education Scotland [Curriculum for Excellence | Education Scotland](#) or Parentzone <https://education.gov.scot/parentzone/>

## **Organisation of the Curriculum**

The curriculum is now organised under eight curricular areas and every effort is made to link areas of the curriculum together to make learning more real and relevant.

The eight curricular areas are:

**Languages, Mathematics, Health and Wellbeing, Social Studies, Technologies, Expressive Arts, Religious and Moral Education and Sciences.**

Outlined below is a brief description of each area. Central to all areas of the curriculum is the methodology used by the teacher and the need to engage our children in their learning.

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## **Languages and Literacy**

Language is at the heart of all children's learning. Through language our pupils gain much of their knowledge and many of their skills across the curriculum. The main components of language are: Listening and Talking, Writing and Reading.

At the early stages of reading Jolly Phonics and Wraparound Phonics are used to develop phonics skills. A wide range of reading texts and resources is used in the class. Reading for pleasure, as well as for information, is encouraged throughout the school.

At the early stages of writing we build on drawing and scribing sentences and gradually introduce vocabulary, sentence structure and punctuation as the children progress. At Strathearn Primary we use the Talk for Writing approach to writing.

We encourage children to develop a legible style of handwriting and when ready begin to join.

French is taught as L2 to all classes. British Sign Language is taught as L3 in P5/6/7.

Teachers use as many approaches including active learning, games, songs, outdoor learning, role play and interactive whiteboard software to create relevant, coherent, enjoyable and successful learning experiences.

## **Mathematics and Numeracy.**

Mathematics is used in all aspects of everyday life, allowing us to make sense of the world around us. It provides more than opportunities to calculate, it enables information to be handled and communicated and problems to be solved. Numeracy is taught in an active way, which is relevant and meaningful to the children. This enables them to become confident and competent in numeracy skills.

Within the curriculum of Excellence these are outlined within the following organisers:

### **Number, Money and Measure**

- Basic number processes
- Measure
- Pattern and Relationships

### **Shape, Position and Movement**

- Properties of 2D and 3D objects

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- Angle, symmetry and transformation.

### **Information Handling**

- Data and analysis
- Ideas of chance and uncertainty
- Mental Maths is encouraged at all stages of the school

### **Health and Wellbeing**

Health and Wellbeing Education is concerned with all aspects of mental, emotional, social and physical wellbeing now and in the future. Over the course of the school year children will study elements of the three areas:

**Mental and Emotional Wellbeing** – exploring emotions, feelings and relationships and how they affect us. We currently use the ‘cog’ approach based on the Emotion Works programme.

**Social Wellbeing** – exploring the interaction of the individual, the community and the environment in relation to health and safety.

**Physical Wellbeing** – exploring the physical factors in relation to our health and looking after ourselves.

All pupils take part in active PE 2 hours per week.

### **Sex and Relationships Education**

At Strathdearn we follow the BBC Interactive ‘Sex and Relationships’. General awareness as per curriculum guidelines is taught across the stages. In P6 it comprises basic sexual development in respect of puberty and adolescence. In P7 pupils it discusses human reproduction. Parents are notified in advance of these sessions.

### **Social Studies**

The social studies experiences and outcomes have been structured under the three main organisers:

- people, past events and societies (History)
- people, place and environment (Geography)
- people in society, economy and business. (Modern studies)

These organisers recognise the special contribution made by each of the social subjects, whilst enabling them to reflect local contexts. Teachers will use this framework to provide

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children and young people with opportunities for effective interdisciplinary working (IDL) by making connections across and between subjects.

### **Technologies**

As children study aspects of technology, they learn about its impact in the home, in school, in industry and in the wider community. Information Technology should involve children in, for example, using and learning about digital cameras, iPad, computers and a variety of different educational software, including coding.

Strathdearn Primary school pupils in P6 and P7 have an allocation of a 1:1 Chromebook to enhance their digital learning experiences.

### **Expressive Arts**

**Art, Dance, Drama and Music** are all classified under the Expressive arts umbrella. The Arts provide children and young people with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of the four areas. Participation enables children and young people to experience and enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others.

### **Religious and Moral Education**

Learning through religious and moral education enables children and young people to:

- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action

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## RELIGIOUS OBSERVANCE, Withdrawal

Whilst Religious Education is required by law to form part of the curriculum, parents have the right to withdraw their child. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

## Science

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

## School Assemblies

We hold regular assemblies as a whole school. Generally speaking they are led by the Head Teacher with occasional visitors taking the lead throughout the year (SSPCA, NSPCC). During our assemblies we celebrate achievements and hand out awards such as our Value of the Month award. Children have the opportunity to share pieces of work they are proud of and any achievements they have obtained out with the school setting.

## Assessment and Reporting

Assessment is an important part of the teaching and learning process and evaluates a child's progress. Assessments assist and provide information to pupils, parents and staff on how to raise attainment. Assessments are carried out in a variety of ways for different purposes. It can be a daily and ongoing observational assessment by the teacher or a summative assessment at the end of a block of learning. We involve children in what is to be learned and in how to achieve it by using learning intentions and success criteria. Meaningful feedback to children from teachers helps them to peer/self-assess their work and improve.

Strathdearn Primary School also undertakes some standardised assessments: Scottish Online Formative Assessments (SOFAs) in P2, 3,5,6 in reading and maths, and the Scottish National Standardised Assessment (SNSA) for P1, P4 and P7 (as per Educational Guidelines). This gives teacher's additional information to match against what the children know from their on-going assessments.

Parents will receive feedback on their child's progress through pupil reports and on-going profiling (including High Quality Assessments). Pupils will reflect on their progress, achievement and best work in their online profiles.

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More information can be found at -

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

## **Homework**

Homework provides an opportunity to reinforce work covered in school time, provides structured opportunities for parental engagement and trains pupils to plan and organise their time. Homework should take up to 10 minutes a night for P1-4, up to 15 minutes for P5-7 to complete. This will vary depending on the task given by individual teachers.

## **P7 Residential Trip**

Each year we invite the p7 pupils to partake in a four or five-day residential trip. We believe strongly that it helps the children in their transition to secondary as well as helping them appreciate the importance of personal responsibilities, self-reliance and working together in teams to develop social cohesion and awareness of one another's differences and diversity. Notice to parents in respect of cost is given in advance and the trip usually runs in the latter stages of Term3/early part of Term 4.

## **School Improvement Plan**

This year, the key priorities identified in our School Improvement Plan are:

1. Enhancing teaching and learning across the curriculum.
2. Improving attainment in Literacy (key focus - reading)
3. Strathdearn ELC - Building curiosity and wonder in our setting.

Strathdearn's School Improvement plan can be found at -[Strathdearn School Improvement Plan](#)

Further information is available through the Education Scotland (Inspection Reports) and on the Education Scotland Parentzone School Information Dashboard. These links can be accessed below -[Find an inspection report | Find an inspection report | Inspection and review | Education Scotland](#)

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

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## **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 guardians 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 <http://www.gov.scot/Topics/Statistics/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.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland.

Further information about 16+ Data can be found here - <http://hi-hope.org/directory/listing/16plus-planning>

### **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

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## **Data policy**

Information about pupils' education is collected through 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 the 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

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

The 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 the 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 this 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

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relevant colleagues and individuals within and outwith the Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

## **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@scotland.gsi.gov.uk](mailto:ScotXed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## **Equality and Inclusion**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

In summary, our activities in school should ensure that we: Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics': age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

## **Military Families**

### **A Welcome to Your Children and Young People**

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

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

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

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

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

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<https://www.highland.gov.uk/info/886/schools - additional support needs/833/armed force s - support for families and schools>

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

***If you have any questions about any information contained in the school handbook or wish to enrol your child at Strathdearn Primary School, please do get in touch. I will be pleased to assist you.***

***Mrs Arlene Beattie***

***Head Teacher***

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