



**ARGYLL AND BUTE COUNCIL
Customer Services: Education**

**Arrochar Primary School
Handbook
Academic Year 2021/2022**



This document is available in alternative formats, on request.
(Please contact the Head Teacher)

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GENERAL SCHOOL INFORMATION

Welcome

All at Arrochar Primary wish to extend a very warm welcome to all new pupils, parents and carers. We hope you will enjoy reading our school handbook and find it interesting and helpful. In it we have tried to paint a picture of life at Arrochar Primary. We like to think that within our school we have created a caring community for pupils, parents and staff.

Throughout the session, various activities, events and meetings will be arranged in order to involve parents and the community in the life of the school. The process of education starts long before the children come to school. It is continuous and parental involvement in education is crucial.

Contact Details

Alison Palmer
Head Teacher
Arrochar Primary School
Tarbet
Arrochar
Argyll and Bute
G83 7DG
Tel: 01301 702261

Website: www.arrochar.argyll-bute.sch.uk

Email Address: enquiries-arrochar@argyll-bute.gov.uk

School Roll and Stages

At the time of writing, the school's roll is 60, with four classes: P1/2, P3/4, P5/6 and P7. The school's maximum is 83 for planning purposes and the working capacity is 69. Parents and carers should note that the working capacity of the school may vary dependent on the number of pupils at each stage and the way in which the classes are organised.

The school is a non-denominational, co-educational, primary school covering stages P1 - P7.

School Staff

Head Teacher
P7 & Principal Teacher
P5/6
P3/4
P1/2
Music
Gaelic/French
P.E.
Fitness
Additional Support Needs Teacher
MoD Funded Support Teacher

Mrs Alison Palmer
Mrs Jane McAloon
Miss Catriona McMurtrie
Mrs Freda Mucklow
Ms Kirsten Black
Mrs Morag Ridland
Mrs Julie Dodson
Mrs Georgi Ferrari
Mrs Nicholson
Mrs Barbara Gillies
Ms Carol Holloway

Childcare & Education Worker Ms Kathryn Haggarty

Childcare & Education Worker Mrs Joanne Stark
Instrumental Instruction Mr John Grant
Live Argyll & Bute Council Mr Martin Caldwell
Mr Robbie Kelly

The number of teachers is adjusted each session according to the size of the school roll. At present, our allocation is 5.23FTE for both the school and the Pre-5 Unit.

Clerical Assistant Ms Tracey Marshall
Classroom Assistant Ms Catherine Driscoll
Classroom Assistant Mrs Nicola Matheison
SEN Assistant Mrs Hannah Ross
SEN Assistant Mrs Julie Dodson
SEN Assistant Mrs Joanne Stark
SEN Assistant Mrs Geraldine Martin
SEN Assistant Mrs Ann Huggans
SEN Assistant Miss Kirsty Cordner
SEN Assistant Mrs Susan Tighe
SEN Assistant Mr Adam Brown

Janitor/ Cleaner Ms Sandra Kay
Cleaner Ms Fiona Miller
Cleaner Ms Sheila Miller
Catering Manager Mrs Hannah Ross
Catering Assistant Mrs Mary Ann McFadyen
Crossing Patrol Person Mr Hugh Robertson

School Day

Opens 9.00 am
Interval 10.30 - 10.45 am
Lunchtime 12.15 – 1.00 pm
Closes 3.00 pm

Details of school holidays can be found on page 49.

Early Learning and Childcare Provision

All eligible two, three and four year olds are entitled to 1140 hours (pro rata) of funded Early Learning and Childcare (ELC). 1140 hours ELC is intended to support child development, help close the attainment gap through the provision of high quality services, and support parents to work, train or study. ELC can be accessed through local authority settings, partner provider nurseries and childminders. Parents can also choose to have a blended placement using more than one setting and/or childminder. Further ELC Information for parents is available via <https://www.argyll-bute.gov.uk/registering-your-child-nursery> and an ELC Parents Booklet https://www.argyll-bute.gov.uk/sites/default/files/elc_info_for_parents_booklet_rev_december_2019.pdf.

Please see <https://www.argyll-bute.gov.uk/early-years> or call our Early Years Helpline on 01369 708503 for further information and for details of the nearest establishment/s offering early learning and childcare.

Visits of Prospective Parents/ Carers

In January, an advertisement will appear in the press informing parents about the registration of pupils who will be entering P1 in August. When enrolling a pupil it is necessary to produce a birth certificate. Parents and carers may also arrange to see the Head Teacher by telephoning 01301 702261.

Children and their parents/ guardians will be invited to spend some time in the school between May and June, to familiarise the children with the buildings and with their new teacher. Parents will also have the opportunity to meet and speak with staff at parent workshops.

Please see www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school for further information.

School Uniform

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'.

Given that there is substantial parental and public approval of uniform, schools in Argyll & Bute are free to encourage the wearing of school uniform.

Please note that school uniform is not compulsory and it is not policy to insist on pupils wearing uniform or having specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing uniform.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Due to the high level of rainfall in our area and the layout of the school (i.e. several separate buildings), it is important that all children come to school with a substantial waterproof overcoat/jacket and footwear on days when there is likelihood of rain.

Our school uniform items are available to order from Tesco Uniforms throughout the year: <https://www.tesco.com/direct/ues/>. In Arrochar Primary School, the suggested uniform is as follows:

Boys: Black or grey trousers; white shirt or polo shirt; school tie (these are available to purchase from the school at cost price); school sweatshirt or jumper; black shoes.

Girls: Black or grey skirt/ pinafore/ trousers; white blouse or polo shirt; school tie; school sweatshirt, jumper or cardigan; black shoes.

P.E. Kit: Black shorts; white t-shirt or polo shirt; gym shoes or trainers.

On P.E. and Fitness days (Mondays and Thursdays) pupils should bring their P.E. kit (Velcro fastenings for P1/2's shoes help them to get changed by themselves).

Pupils should have a school bag which is big enough to carry school books and P.E. kit. Hands free backpacks are recommended.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

Health and Safety in Physical Education

Jewellery, watches, belts with metal buckles, etc. may cause injury to the wearer or others taking part in PE and they must therefore be removed. Jewellery worn as a result of body piercing should be such that removal is possible and easily undertaken. It is absolutely essential that children comply with this instruction to avoid unnecessary injury, or cause injury to others. Children with long hair should also ensure it is tied back.

School Clothing Grants

Grants of £100 are available for any child who will attend an Argyll and Bute Council school and whose parent(s) receive:

- Income Support
- Income Based Job Seekers Allowance
- Income related element of employment and Support allowance
- Council Tax Rebate or Housing Benefit (25% reduction for single occupancy is not included)
- Child Tax Credit and Working Tax Credit (income should not exceed £7,330)
- Universal Credit (monthly take home pay for period must be under £610)

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>.

Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Please note that the above eligibility criteria is correct at time of publishing (October 2020) and may be subject to change by the start of August 2021. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

Parental Concerns

Our school seeks to encourage and develop each pupil's abilities and talents and help train them in the skills which will form the basis of their future education. We seek to create responsible attitudes in the pupils towards their work and in their relationships with each other, and to nurture moral and social attitudes, which will enable them to become successful members of the community.

A happy atmosphere within the school is very important and essential to fruitful learning. We aim to create such an atmosphere where pupils feel secure and valued; aware of the code of conduct expected of them which, in turn, contributes to the happiness and well-being of each pupil. This forms the basis of acceptable behaviour and helps the pupil grow in their own self-discipline, which is reflected in their work and attitudes.

Should you wish to discuss your child's progress or if you have any other concerns, please do not hesitate to contact the school immediately.

In our school we believe that every pupil is special and equal in terms of gender, race, ability and disability.

Your children are in our care and, while parents and visitors are always most welcome, in the interest of security everyone must report to the office in the first instance.

Pupil Absence Procedures

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from the parent. We may do this by phone or text message.

Early Learning and Childcare Attendance

A child's entitlement to funded ELC will be 1140 hours (pro rata), generally arranged as 5 x 6 hour sessions over 38 weeks within the school year. However, some standalone units are offering a different pattern of provision. Information on what nurseries are offering can be obtained from each nursery or school or on the Council website. In Arrochar Primary Early Learning and Childcare Unit, children are offered 5 sessions of 6 hour each week.

Children who attend in this regular pattern settle well into the pre-school routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning.

During the induction period however, adaptations are made to meet the needs of the individual child.

School Attendance

Attendance at this school is usually excellent. We want to create a happy, busy and lively environment which will make children want to come to school.

Parents/ carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

You can drop your child off at the school from 8.45am each morning. Please leave your child at the school gate; the janitor/ SEN assistant will be in the playground/ entrance to supervise your child.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/ carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents, the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

On the first day of a child's absence, the school should be informed by note or telephone call by 9.15 am. If we receive no notice, we will call home, or text parents/ carers, to confirm that the child is absent and establish the reason for the absence. We may also visit the child's home.

The school must be informed if the usual home-time or lunch-time pattern is broken. With unexplained or frequent absences, the Authority has the power to write to, interview or prosecute parents or to refer pupils to the Reporter of the Children's Hearings, if necessary.

Planned Absence

- Parents/ carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents are asked to provide the Head Teacher with information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

Parent /Carer Contact Details

- Parents are asked to ensure that telephone contact numbers – home, work and emergency contacts are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

The Complaints Procedure

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.

PARENTAL INVOLVEMENT

Becoming Involved in School

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication. We aim to involve parents and carers as closely as possible in the education of their children.

- School Handbook - issued to all parents and carers registering their children and to any others who wish to see it.
- Newsletters are sent out by the school regularly.
- Curriculum bulletins are sent out termly.
- Weekly correspondence in the pupils' school diary.
- Open Afternoons.
- Soft Start sessions.
- Interviews are arranged twice a year and termly written reports are provided in your child's diary.
- End of year report is also provided.
- Seesaw and Google Classroom.

Further discussions can always be arranged by telephoning the school.

A Curriculum for Excellence stresses the importance of recognising and building on prior learning.

Liaison with our Early Learning and Childcare Unit helps the children make as smooth a transition as possible into Primary 1. Weekly, the Early Learning and Childcare Unit's staff and pupils work alongside the infant staff and pupils. New entrants are invited to pre-school induction visits. At these visits, the children can sample the delights of P1. At the parents induction you will get to see how best to help your child, particularly with early reading and numbers.

Parents of pupils in our Early Learning and Childcare Unit and Primary 1/2 are invited in regularly for Soft Start sessions, where they get the opportunity to work with their child.

As part of the Primary/ Secondary Liaison Programme, P7 pupils will visit Hermitage Academy for a two day Induction period. Throughout the session, P7 pupils will meet with other P7 pupils and Secondary members of staff, we have close curricular links with the Academy.

At the start of the new term, each pupil is issued with a School Diary. In that diary, parents and carers are given information about the curriculum in each class for the coming year. Your help in gathering information, books and materials is always valued.

Each term, parents are invited in to the school to hear about what the children have been learning in each class – we call these open afternoons or open mornings.

Parents, carers and members of the community also assist us in sharing their expertise in social studies, art and craft, etc; running after-school clubs; improving the garden/ playground; and helping with school trips.

A Parent Teacher Association was re-established during 1995 and an elected committee organises fund-raising and social events. Arrochar has an excellent PTA which meets on a regular basis. They are always looking for new members. Please contact the school for more information.

Opportunities for Parental Involvement

During the school day:

- Helping in the pre-school class/ school classes
- Art/ craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk, history, science, health)
- Practical activities in science, technology, engineering and maths (STEM); social subjects; health education (e.g. first aid)
- Reading stories to groups of children, playing reading/ phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities, e.g. board games, art and craft in small groups
- Supporting educational visits/ trips
- School concerts – making costumes, props and supervision of children
- Road Safety – i-Cycle Training

Outwith the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Wider curricular activities, e.g. coaching, sports clubs, art clubs, school grounds – maintenance of school garden

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

Argyll & Bute's Parental Engagement Strategy may be viewed at:

https://www.argyll-bute.gov.uk/sites/default/files/parental_engagement_strategy_final_feb_19.pdf

Parent Councils

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. Arrochar Primary School has a very enthusiastic Parent Council.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/ carers and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents/ carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Head Teacher.

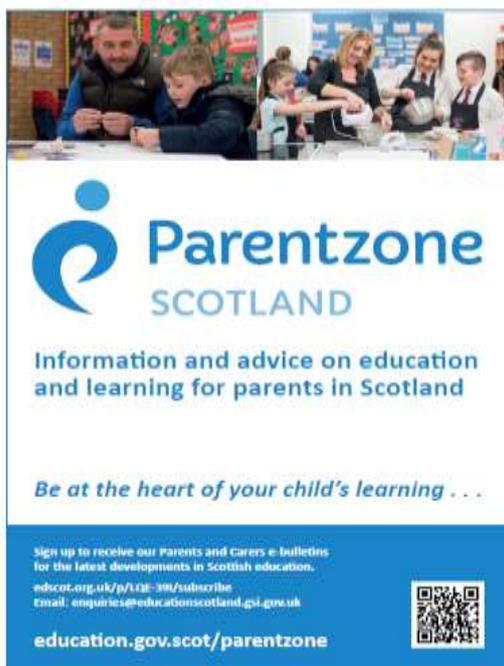
Our Parent Council members are:

Parent Members:	Ross Cadie - Chair Karl Healy Gordon Paice – Vice chair Fiona Robinson Timothy Kinvig
Co-opted Community Members	Rotating member of Arrochar and Tarbet Community Council
Staff Member:	Jane McAloon
Advisor to Parent Council:	Alison Palmer
Parent Council Clerk:	Jean Mustarde
PTA Chairperson:	Fiona Paterson
PTA Treasurer:	Nicola Fiddes
PTA Secretary:	Victoria Haggarty
PTA Committee:	Tracey Marshall, Tracey Milton Paxton, Catriona Moffat, Ben Somerville, Calum Fiddes, Mhairi Cadie
PTA Staff Member:	Alison Palmer

Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



SCHOOL ETHOS

Introduction

In Arrochar Primary School, we are engaged in the pursuit of excellence. Our main aim is to provide a school education of high quality which will equip children with skills and attitudes for lifelong learning and will prepare them for life beyond school.

At Arrochar Primary School, our curriculum will take into account and promote our vision, values and aims: we aim to provide a safe, positive, nurturing environment where everyone has the opportunity to flourish.

This shared vision is supported by a number of strategies including the following:

- Ensuring breadth and balance across the curriculum.
- Raising attainment through self-evaluation and improvement.
- Providing a quality learning environment which stimulates and motivates pupils.
- Supporting pupils by providing personal and social development and active health.
- Promoting values and seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected.
- Effective deployment of staff and resources as well as close “partnership working” between home, school and the local community.
- Ensuring the development of excellence by fostering high quality leadership at **all** levels.

We will be all the more successful in fulfilling these aims if we work together, parents and staff, supporting and co-operating with one another. We believe that education involves a close partnership between the home and school and take great care to encourage this bond.

Our School Motto

Our school motto is:

'Dream it, Believe it, Do it!'

Pupil Values

In January 2016, the pupils developed their values. These are:

- ❖ R - respect
- ❖ I - Included
- ❖ C - confident
- ❖ H - honest
- ❖ E – enthusiastic
- ❖ R - responsible

School and Community Links

We are conscious of the important role the school plays in the community and are always glad to hear of ideas to further school/community links.

We continue to work closely with the community, involving them in many activities throughout the year, as they do us.

At present, we are involved in a playgroup/ school liaison group and a Generation Communities group with older community members.

Promoting Positive Behaviour/Discipline/Anti Bullying

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents/ carers and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our school can only operate successfully when all our pupils observe the school rules. These are designed to assure our pupils enjoy and benefit from their school experience. Our school rules are as follows:-

- We are always polite and friendly
- We should always try hard and allow others to do the same
- We treat everybody the way we'd like to be treated ourselves
- We look after our belongings and surroundings
- We're proud to wear our school uniform
- We are respectful to everyone

Parents and carers are asked to talk over the school procedures/ rules summary at the start of each session. By signing this summary, parents show their willingness to support the school's code of conduct.

While most pupils will respond to a reminder that they should behave well, a few may incur sanctions for persistent or unacceptable bad behaviour.

Parents and carers will be asked to discuss the situation with the staff and work with them in resolving the matter.

In exceptional situations, the Head Teacher may exclude a child, in line with the Argyll and Bute guidelines.

Bullying

We have an updated anti-bullying policy in practice. Bullying is not tolerated in our school. Any reports of bullying are dealt with swiftly and fairly by the head teacher and staff.

Anti-Bullying

Argyll and Bute's Anti-Bullying Policy may be viewed at: https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

Certificate Scheme

In response to initiatives encouraging a positive approach to behaviour management and motivation of pupils, and with reference to Promoting Positive Behaviour, a series of initiatives have been introduced at Arrochar Primary School, culminating in the Certificate Scheme.

Individual Achievement

Pupils start afresh each session, with the challenge of climbing up the 'achievement ladder' through the different levels, to try to reach as high a level of attainment as they can over the period of one year.

Up to ten stars are awarded to each child each week for good behaviour and effort. Once 50 stars have been accumulated, the child receives the first award, a Bronze Class Certificate. A further 50 stars later, a Bronze Head Teacher's Certificate is awarded. The child then moves up to the Silver Level, with a Class Certificate and a Head Teacher's Certificate to gain, before the final Gold Level Class and Head Teacher's Certificate's are achieved. Each of these awards is presented before the whole school at Assembly.

At the end of term assembly in June, one pupil from each class will be awarded a Distinction certificate; this is awarded for outstanding effort, behaviour and attitude throughout the year.

House Points

In addition to adding to their own personal achievement score, each child belongs to a House – Arrochar, Lomond or Tarbet – to which their individual scores are added weekly at Assembly, in the form of marbles. The House achieving the highest number of marbles at the end of each fortnight is awarded an extra playtime. The house that has won the most extra playtimes at the end of the year will be presented with the Allan Cup for Good Attitudes.

Pupils are also involved in 'Golden Time'. Each pupil has 45 minutes of activity time on Friday afternoon. Time is taken off for infringements of school rules.

Our Tree of Success

In the school's main hall, a large tree has been designed by the pupils of the school. Each week, the class teacher will select one pupil from their class who has demonstrated excellent work, commitment, attitude or achievement based on our vision, values and aims. This pupil will be presented at Assembly with an apple for our Tree of Success. The pupil's photograph, reason for achieving the apple and the apple will be on display on our Tree for everyone to see. If a pupil receives three apples, they will be presented with a golden apple. At the end of term, all golden apple winners will go on a special outing. This Tree of Success is a very visual and stimulating way of encouraging and celebrating success.



Our Tree of Success

Wider-Curricular Activities

We are keen to develop our range of extra-curricular activities. Links with the National Park Ranger Service, GRAB Trust, and Live Argyll are well developed.

We provide opportunities at various times for participating in some or most of the following: football, hockey, athletics, gardening, scripture union, cycling, K'Nex/ Lego, stained glass, technology, drama, fitness, Gaelic, book club, baking club and art club. We also have a Scripture Union group which meets between October and April, on a fortnightly basis at lunchtime in school, and is open to P5, 6 and 7 pupils. Mrs Jane Duncan leads this group. We hope to extend our sporting links with local schools and we will continue to enter sports competitions.

Our whole school Arrochar Challenge, Christmas pantomime trip, class trips/ outings and the P6/7 residential trip will continue to be highlights of the year.



Cross
Country
Team



Arrochar
Challenge

Pupil Council & Eco-Committee

Pupils in Arrochar Primary School have a say in school decision making through their Pupil Council, Rights Respecting Schools (RRS) and Eco-Committee. Each school year, one child from each P1 – P7 class are elected by their classmates to represent the class on the Pupil Council, RRS and Eco-Committee. They meet the head teacher on a regular basis, where many varied aspects of school life are discussed. Each meeting has an Agenda and minutes are taken. New playground 'toys' have been purchased in an effort to ensure active, yet fair, play. The Pupil Council are currently working on ways to make 'Wet Playtime' more enjoyable. Pupil Council/ Eco-Committee & RRS representatives are responsible for reporting back to classmates after each meeting. The Eco and RRS committees develop action plans which they work towards achieving.



The school's Eco-Committee organise an annual school grounds/ beach clean.

Buddies

Arrochar's ethos is one of care, tolerance and respect for others. We have introduced a Playground Buddy scheme. Buddies are selected by the Pupil Council. This helps to encourage all children to become involved in playground games and activities. The Active Schools co-ordinator has trained our 'Buddies' in the use of the playground games pack and their role is to ensure every child feels included and involved in school life. They also support charities throughout the year e.g. MacMillan Cancer Relief, Christian Aid, Dogs Trust, Children in Need etc. We also collect items/ donations for our local food bank, on a termly basis.

Suggestions/ Concerns Boxes

There is a box outside the hall into which children can put suggestions or concerns and 'worry' boxes in classrooms.

CURRICULUM FOR EXCELLENCE (CfE)

Introduction

Curriculum for Excellence (CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood

- Languages – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

At Arrochar Primary, we aim to ensure that the goals of Curriculum for Excellence are fully achieved and that all pupils enjoy equal access to a full range of learning experiences.

Teachers try to ensure that pupils have opportunities to gain the essential experiences of:

- working co-operatively and independently
- encountering challenge, support and a sense of achievement
- receiving regular feedback about their progress as well as opportunities for self and peer assessment
- taking and sharing responsibility for what they learn
- making connections in their learning

We offer our pupils a wide curriculum and are implementing the principles of 'A Curriculum for Excellence' such as challenge, enjoyment, breadth, depth, progression from 3-18, personalization, choice, coherence and relevance.

Our aim is to make the curriculum fit the child, not the other way about and the emphasis is now more on active learning.

Although the areas of the curriculum are illustrated individually, they are in fact inter-related.

The Curriculum at School, Local and National Level

Literacy

Language is at the heart of children's learning. Through language they receive much of their knowledge and acquire many of their skills.

Language enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Because language is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Children's earliest language is acquired in the home and in preschool groups, and schools will build on that foundation and on the children's widening range of experience. This early language will be varied: sometimes it will be dialect and occasionally it will not



be English. However, it will mirror the diversity of the community the school serves and will contribute to the learning that occurs in the classroom. This language will be handled knowledgeably by teachers so as to meet individual needs, encourage confidence and make learning a pleasurable experience.

In Arrochar Primary we attach a high priority to giving pupils a command of the English Language and the ability to use it appropriately and concisely to convey meanings. This includes having a knowledge about language; listening attentively; talking to the point; reading with understanding; and writing fluently and legibly with accurate spelling and punctuation. We strive to provide structured and stimulating opportunities to use language, and increasing precision in contexts, appropriate to the needs of individuals and the world in which they live.

This included four elements: talking, listening, reading and writing. Since language permeates the whole curriculum, it is impossible to view in isolation. At all times, teachers are active in developing listening skills, children take part in discussions, report back on experiences orally and in written form where appropriate, and reinforce the skills of reading. Our resources for the teaching of language have to be extensive to help us ensure that each aspect is adequately covered. National Assessments of Resources are used as part of the assessment process. A variety of assessments are used as part of the assessment process, including Scottish National Standardised Assessments (SNSA) in Primary 1, 4 and 7.

Talking and Listening

By providing opportunities and experiences which stimulate speech, we hope to promote self expression which has clarity, variety and confidence. Activities include discussion, drama, speech, reports and interviews. Classes are equipped with listening materials, thus promoting a progression of listening skills to be used for specific purposes.

Reading



Senior pupil reading a story to infants

We aim to produce children proficient in word recognition techniques, reading with insight and discrimination, adapting their reading strategy to suit purpose and material, reading habitually with enjoyment and a sensitivity to language.

Children are introduced to the basics of phonics and writing using the 'Jolly Phonics'; and 'Phonics International' schemes. The main reading scheme for P1 to P4 is Oxford

Reading Tree. New Ginn 360 is our main reading scheme from P5 – P7, along with Literacy World. A wide variety of novels, information books, library books and text books are also used. Strong emphasis is placed on the teaching of writing skills in a wide variety of forms.

Collins Comprehension is also used in the school to develop reading. SRA individualised reading laboratories are also used to develop reading skills.

The school runs book fairs twice a year.

Writing

In this area we aim to encourage fluent expression of various forms of writing and to develop within the child an ability to write within accepted conventions, or "rules of language". Functional, Personal and Imaginative writing are each taught and assessed throughout the session.

Spelling is taught by a "look, say, cover, write and check" method.

Presentation of work, of which handwriting is an important part, is stressed by the practice of basic handwriting skills to ensure that written work is neat and legible. The school's handwriting programme is based on the Nelson Handwriting Scheme.

Numeracy

Our main aims in teaching mathematics today are to help make each child as numerate as possible and fully develop each child's mathematical concepts.

A carefully structured and balanced maths programme is followed by each child. This involves number, money and measure, shape, position and movement, information handling and problem solving and enquiry. We are developing interactive maths and practical work, with children taking an active part in their own learning. A wide range of resources are used, so that mathematical skills and concepts can be developed.

Maths Challenge Winners



We use mathematical games, calculators, computer software and mathematical equipment to introduce and reinforce ideas and concepts. National Guidelines are closely followed and GL Assessments are used as part of the assessment programme along with SNSA – Scottish National Standardised Assessments.

The core textbook is a mathematics scheme known as TeeJay Maths, which is now in place from Primary 1 to Primary 7. This is also the scheme the Secondary School, Hermitage Academy, uses.

Social Studies, Technologies and Science

Social Subjects, Science, Technology (and Information Technology), Eco and Global Citizenship, form the areas of the curriculum which used to be known as Environmental Studies. The subjects may be approached individually in a series of lessons or form the basis of a theme or interdisciplinary topic which can vary in duration. At the early stages, pupils might learn more about themselves or their surroundings, building on their previous experiences. By Primary 7 the focus may have moved to the wider world, with the opportunity to study a European Culture.

Throughout the use of topics and core programmes, children develop skills, knowledge understanding and informed attitudes about the environment, healthy living, science and technology.

Many resources are used, including computer programmes, internet, DVDs, videos, reference books, film, packs from the local library, as well as our own school resources, e.g. science trolley. We often invite visitors to our school to help us, e.g. STEM ambassadors, members of the Police, Road Safety Officers, Health Service, National Park Rangers, members of the local community and, of course, we ourselves go on fieldwork trips e.g. the park, castles, the local area, museums and exhibitions. These activities are invaluable in enhancing the skills of enquiry and investigation. They help to ensure that each child develops knowledge and awareness of his/ her environment, locally and globally.

Arrochar Primary is registered with the Eco Schools project. We have achieved our Fourth Green Flag and are working towards our Fifth.



Whole school visit to
Arrochar Community
Hydro project



P3/4 visit to
Cocoabean

Expressive Arts

This area of the curriculum covers the pupils' activities and studies in Art and Design, Music, Dance and Drama. We aim to develop skills and techniques that will help the pupils gain enjoyment and pleasure from the expressive arts, and thus improve the quality of their leisure time.

Through topic work and as subjects in their own right, we aim for balance, progression and coherence in these areas. We aim to develop skills and techniques that will help the pupils gain enjoyment and pleasure from the expressive arts, and thus improve the quality of their leisure time.



Art

Wizard of Oz 2019

Pupils use a wide selection of art materials and media to develop their aesthetic skills in drawing, painting, collage, printing, 3D design and fabric use.



Music

Mrs Ridland, our music teacher visits every second Tuesday. Playing the recorder is also taught from Primary 4 upwards. We are fortunate in having the services of a woodwind instructor. Our school orchestra and choir practice regularly and perform at our Christmas, Easter and Summer Services.

Drama

A class drama pack gives clear guidance to class teachers in planning appropriate lessons. Children are encouraged to improvise with movement, speech, space, sound and objects using increasing control and imagination. Radio broadcasts and topic related lessons are also used.

Health and Wellbeing

Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. The Argyll and Bute Health Education programme is used throughout the school.

At Arrochar Primary, we expect a high standard of behaviour, and praise is used to maintain pupils' confidence and self-esteem. An effective playground buddies group is in place. There are drugs awareness and sex education programmes in place. We bring in the police and school nurses to enhance the teaching in these areas. Health and Wellbeing permeates the curriculum and may, at times, be a focus within interdisciplinary work.



Physical Education

The teaching and learning of gymnastics, dance and games skills are taught by our PE specialist Mrs Ferrari who visits the school every Thursday.

Each Wednesday, Mrs Lynn Nicolson, a local fitness teacher takes each class for a Zumba/ fitness lesson.

Throughout the year, during the school day, the children have specialist input from hockey, rugby and football coaches. P5-7 also receive swimming lessons. Over and above this, the children have many extra curricular opportunities.

Our Active Schools/ Live Argyll co-ordinator, Mr Martin Caldwell, works closely with the school to enhance physical education activities.

There is also a programme of Health Education and Personal and Social Development in place from Primary 1 to Primary 7. We have achieved accreditation at Level 3 and are now recognised as an excellent Health Promoting School. We promote healthy eating at snack time and at lunch time. Pupils' personal and social skills are further developed through our Circle Time/ group sessions and weekly I-Time. Each term, we target a social skill to develop and improve.



Modern Languages

We are most fortunate in having one member of staff, Mrs Kerry Hendry, trained to teach French, as well as a French Teacher, Mrs Julie Dodson, who visits the school each week to teach French to P5/6 and P7. Mrs Dodson is also trained to teach Gaelic, which she does every Friday. We have introduced French on a weekly basis from Pre-school to Primary 7.

Computer Education

The use of the internet in our schools is an essential part of our learning. All workplaces now, and in the future, will be networked and the skills of internet use will be essential for our young learners' futures. We offer access to the internet to support learning at all levels and in all topic areas. Our schools supervise access and take reasonable precautions to ensure that this is safe.

Projects run by Argyll and Bute Education Service have shown that the use of Learning Technology in schools provides a number of benefits, including:

- ❖ Improved subject learning across a wide range of curriculum areas as well as independent study and cross-curricular projects.
- ❖ Improved motivation and attitudes to learning.
- ❖ Development of independent learning and research skills.
- ❖ Improved vocational training.
- ❖ Development of network literacy (the capacity to use networks to access and create resources and communicate with others).
- ❖ Social development.

The guidelines on information and communication technology are designed to provide a framework for the integration of I.C.T. into existing classroom practice so that all pupils become skilled, confident, informed users and also gain the maximum benefit in using I.C.T. in other curricular areas.

Our aims in Computer Education are two fold. Firstly, there is a need to prepare children for a future in which computers will play an increasingly important role. By cultivating computer awareness and literacy, we will equip children with skills and confidence in using technology which they may require in their adult life.

Secondly the computer has great potential as a teaching and learning tool in its own right. It is a versatile, powerful and motivating resource, enhancing and extending good practice in all curricular areas.

At Arrochar, in addition to authority funding, we are fortunate in having the financial support of our Parents' Association, which has allowed us to augment and update our computer equipment.

We have purchased 34 Apple i-Pad tablets to enable each child in each class to be able to use their own i-Pad during lessons. We are also equipped with laptop computers and printer. We also have a Promethean board in each classroom and in the Early Learning and Childcare Unit. Pupils in every classroom have access to the Internet. Additional equipment available for use with the computers includes: scanner, digital camera and a digital video camera.

Computer work in the primary school is wide and varied and we have an extensive range of software suitable for all stages. It will be an ongoing task to extend and update these resources.

Schools and teachers are encouraged to regard the implementation of I.C.T. as a developmental process.

All staff are committed to self development in this area. They regularly use opportunities to extend their knowledge, skills and practice.

We make good use of the knowledge and skills of our ANST, Mrs Gillies, who is a computer teacher.

Personal Learning Plans

Personal Learning Plans or PLPs remind us that every pupil is an individual, with their own set of skills, ability and personality. The PLPs are designed to promote discussion, co-operation and support for our pupils during their education. Our PLPs are built into our school diaries and travel between school and home daily. Each week, each class will have I-Time; during this time the pupils will work on their PLPs with staff members.

I-Time should:

- Improve pupils' skills of planning and time management
- Promote discussion between pupils and school staff
- Provide opportunities for parents to support their child's education by discussing the PLPs with them
- Allow pupils to be active participants in their own learning
- Develop good habits and discipline

Included in our PLPs, there sections for:

- Personal details
- Termly reading, writing, mathematics and health & wellbeing targets
- Termly interdisciplinary learning sheets, incorporating skills and reflection
- Termly comments from teachers and parents
- Termly wellbeing wheels
- Important targets and achievements
- Skills for learning
- Skills for work and life

Homework

Homework Guidelines are sent out to all parents and carers at the start of the school session.

The nature of the homework tasks and the amount will vary with age, ability and needs of the pupil. This will be explained in the initial homework letter.

Homework is always used to consolidate or reinforce work already introduced in school.

In P1 and P2 parents and carers are asked to listen, to encourage and help their child as they learn to read. Teachers are happy to help and advise parents and carers on this. Older children may be expected to revise spelling, reading, maths, times table practice, news reports or research.

A clear pattern of homework is important so that pupils and parents and carers know exactly what is expected.

It is impossible to give an exact allocation of time that might be spent on homework for each pupil, but a guide might be 10 -15 minutes for P1 pupils increasing gradually to a maximum of 30 minutes for P7 pupils. If there is a difficulty in adhering to the suggested times, please do not allow your child to struggle on - instead please contact the class teacher for further explanation and advice. Being involved on a regular basis with your child's homework is one way in which you can best help and support their work in school. We therefore ask that where possible, homework be supervised by parents and carers.

Each pupil will be issued with a Homework diary. Homework is written into the diary and should be checked by parents and carers. We also use the diary for comments by teachers on progress and to allow parents and carers to contact us.

Assessment and Record Keeping

Our aim is to ensure that children progress at their own pace and level. This means that each task is assessed as it is completed and the next task set at a slightly higher level. Assessment, therefore, is a continuous process which occurs in the classroom every day.

We are currently developing our use of Formative Assessment strategies within the classroom. Learning Intentions for particular lessons are shared with the children prior to a lesson being taught and children use these as their success criteria when evaluating their understanding and performance at the end of the lesson.

This helps to engage the child in their own learning development and focuses them on their next steps for learning.

Throughout the year, however, each child's progress is monitored by the class teacher, through specific tasks or assessments. These include class tests, activities which demonstrate progress, or revision or work done. In addition, standardised reading and spelling tests are used from Primary 3 upwards in order to pinpoint precise areas of difficulty so that an appropriate programme of work can be planned and implemented. Baseline assessments are used in Pre-school, P1 and P2. Scottish National Standardised Assessments (SNSA) are also used in P1, P4 and P7.

The TeeJay Mathematics scheme includes tests designed to assess mathematical progress. Every child's writing is assessed regularly. Listening and Talking are also assessed.

A variety of assessments in Language and Mathematics are used at appropriate times as part of our assessment procedures and this information will be reported to parents and carers. Scottish National Standardised Assessment (SNSA) are used.

All assessment information is passed on to the next stage teacher at the end of the session to ensure a smooth transfer for each child.

Records are kept about progress in Reading, Writing, Listening, Talking, Mathematics and Social Studies. These records are used to report to parents and carers and also to pass on to the next stage.

Equal Opportunities and Social Justice

We firmly believe in equal opportunities for all. In all areas of the curriculum pupils are offered equal opportunities to participate.

The atmosphere of the school should be such that each person feels welcome, has a sense of fair treatment and of safety and security, and feels that she or he is treated with respect. In addition, we make every effort to ensure that everyone in the school community has a good understanding of what is meant by discrimination (e.g. racism, sexism, victimisation because of disability etc.) and how it works against individuals and groups.

In Arrochar Primary pupils and staff are encouraged to value and respect themselves, each other and the wider community. Discriminatory and abusive language and behaviour is forbidden and action is taken to ensure that any incidents are dealt with promptly and effectively. The Head Teacher and staff are responsible for all aspects of equal opportunities - curriculum content, classroom practices, links with parents and carers, school ethos, information and advice.

We have an updated anti-bullying policy in practice. Bullying is not tolerated in our school; any reports of bullying are dealt with swiftly and fairly by the Head Teacher.

Learning Opportunities

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – early learning and childcare to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P4
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

The Senior Phase

The Broad General Education in secondary schools continues from S1 to S3. All children will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents/carers to discuss and decide the subject choices that best suit them for senior Phase.

Skills for Learning, Life and Work

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use ICT underpins these overlapping and mutually supportive skill sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work.

These skills are relevant from the early years right through to the senior phase of learning and beyond.

16+ Learning Choices

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16.

16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

The Pupils' and Parents' Voice

The pupils are fully involved in selecting interdisciplinary topics at the start of each session. They then plan their learning with the class teacher. Our termly Open Sessions inform the parents of the planning and learning taking place in each class, as does the PLPs which keep the parents fully involved and aware of their child's progress.

Weekly communication via the pupil's diary continues to improve/ develop home/ school links.

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents through termly curriculum bulletins and the homework diary. Parents will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk. Parents will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at anytime through their child's homework diary or PLP.

Careers Information Advice and Guidance

Through partnership working, schools plan with a variety of organisations to ensure that children are provided with real and relevant learning opportunities that can be applied both in, and beyond the classroom.

Financial Guidance

The pupils will be involved in a number of activities which will develop their financial awareness. The Royal Bank of Scotland visits weekly. The pupils are involved in Enterprise activities throughout the year.

Sexual Health and Relationships Education

Sexual Health and Relationships Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe

- Positive and supportive relationships

In Arrochar Primary School, we use the Argyll & Bute Health Programmes of Study at all stages throughout the school. Education about responsible relationships and sexuality is one element within this Health Programme and is set within the wider context of health promotion and the health promoting ethos of the school.

These areas are recommended by Scottish Government and are age and stage appropriate.

In Primary 6 and 7 we have introduced an education and training programme. This series of lessons will look at Sexual Health within a context. As sexual health has physical, emotional and social dimensions, this programme takes a holistic approach, looking at the all-round development of a person from birth to adulthood. The school has input from the school nurses in this area.

An effective programme of education about Sex and Relationships is best built on parents/ carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/ carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents' views at appropriate times. Any parents/ carers who do have any questions or concerns should contact the Head Teacher directly.

Class teachers attend these talks and parents are always informed in advance. Parents and carers who do not wish their children to participate in Sex Education are advised of their rights to have the child withdrawn from such lessons.

Drugs Education

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

All incidents or concerns should be reported to the Head Teacher.

Further information can be obtained by contacting the Head Teacher or via www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat.

Religious and Moral Education

This school is non-denominational. The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

The school chaplain is the minister of Arrochar Parish Church, and there exists close co-operation between the church throughout the session at school, and on a more formal basis at end-of-term services with the whole school in church. The parish priest also joins with us at assemblies and services. Parents and carers from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the

proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupils noted as an authorised absentee in the register.

We endeavour to ensure that the teaching of religious education at Arrochar Primary:

- makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, values, attitudes and practices. Other aspects of the school ethos and curriculum also aim to help pupils in their search for answers to some of life's deepest questions;
- is concerned with the spiritual growth of the pupil, with those feelings and beliefs which arise out of experience and which influence the search for meaning, value and purpose in life;
- encourages pupils to become aware of a wide range of religious interpretations of personal experience and of their importance to believers; and fosters attitudes of open enquiry and awareness of prejudice.

Religious education helps pupils to appreciate that religion offers a distinctive interpretation of life. It also encourages them to think honestly for themselves about religious beliefs and practices, and the implications of moral issues within religions.

We also endeavour to ensure that religious observance:

- contributes to the whole school ethos and provides opportunities for the school to come together as a community;
- should be a valid educational experience potentially involving the whole school and the wider local community;
- should not simply be seen as the activity of a believing community but rather should be extended to include collective expressions of, for example, joy, sadness, reflection on shared values and concerns.

Within the school there exists a broad spectrum of religious and non-religious beliefs. In religious observance, our school should respect the different beliefs of pupils, teachers, parents and carers.

Please note that parents/ carers have the right to withdraw from religious observance/ education. If a parent wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.



ASSESSMENT

Curriculum for Excellence provides a structured continuum of learning for all pupils in which they progressively learn about the world and learn from their experience of it. This involves pupils in a systematic study of Literacy and English, Numeracy and Mathematics, Health and Wellbeing, Social Studies, Expressive Arts, Religious and Moral Education, Modern Languages and Science and Technologies.

Curriculum for Excellence 3-18 aims to produce a simplified and coherent education system that meets the needs of a changing society and allows youngsters to develop fully. Central to CfE 3-18 is the idea that the curriculum should develop what are known as the four capacities in young people. These are, to be successful learners, confident individuals, responsible citizens and effective contributors.

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

The Scottish National Standardised Assessments (SNSA)

From August 2017 the Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace

the variety of existing standardised assessments that local authorities and schools use at the moment.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focus on aspects of reading, writing and numeracy and all children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy.

The online assessment system will produce feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help plan next steps and provide further support as appropriate. Providing the right support at the right time will help ensure your child can reach his or her potential.

REPORTING

Reporting informs parents/guardians of progress. This will be through a range of approaches including meetings at parents' evenings, in written form, etc.

Parents and carers are welcome to visit the school at any time by telephoning to make an appointment to see the Head Teacher or the Class Teacher.

The school has Open Afternoons for parents/ carers to see round the classrooms/ participate in interdisciplinary planning with pupils and staff. Formal meetings are arranged twice yearly (usually October and May) to give parents and carers the opportunity to discuss their child's progress with class teachers. Alternative arrangements may be made for those who cannot be present on these occasions.

Written Reports are issued termly in your child's diary and will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their progress in achievement within the curriculum levels, their achievement in different contexts and settings, their next steps in learning and how parents can help; these areas are also highlighted in an end of year written report, in June.

At P7 and S3, teachers will work with children and young people to prepare profiles which will highlight their achievements over a period of time and summarise their learning journey at key points of transition.

TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to primary, from primary to secondary, from secondary to further education and beyond.

Starting Early Learning and Childcare

Once your child has been allocated a place in the early learning and childcare class you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child. Your child will be invited to join the early learning and childcare class with your support as necessary until they have fully settled.

Starting Primary One

Children in Scotland who reach the age of five years between 1st March 2021 and 29th February 2022 should start school in August 2021. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half. For academic session 2021/2022 online registration will begin mid-January 2021; further information will be available on the council website and in the local press.

To help your child prepare for a good start you can:

- Listen and talk to your child about this change in their lives
- Involve your child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- Keep in touch with the school about anything which may affect your child's learning
- Attend induction events or introductory sessions

Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

The catchment area secondary school for Arrochar Primary School is:

Hermitage Academy
Cardross Road
Helensburgh
Tel: 01436 672145
Website: www.hermitageacademy.argyll-bute.sch.uk

You will be contacted by letter and offered a place for your child at Hermitage Academy, which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents, and you will be given details of these meetings.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ - Tel: 01369 704000.

Moving from Stage to Stage

Your child will be involved in an induction programme every year in school. Prior to the summer holiday your child will meet their teacher/s for the following session and visit their new classroom/s. Teachers work closely and share information about your child's learning and achievements. Staff will also share other information which will help the teacher support your child's learning, e.g. friendship groups, preferred ways of working, etc.

Moving Between Schools

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents are encouraged to organise a visit to the new school (if possible) in advance to support the child and help them feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

Liaison with Local Schools

Arrochar Primary maintains close links with Hermitage Academy and other primary schools within the local area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency. We work closely with other schools for Moderation and Collaborate Action Research work.

Leaving School

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

Opportunities for All is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20th birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/ carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

SUPPORT FOR PUPILS

Support Arrangements for All Pupils

Providing personal support for learners 3-18 is the responsibility of all staff. In the pre-school and primary setting the Early Years Practitioner or Class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

Identifying and Addressing Additional Support Needs

The Argyll and Bute Staged Intervention Framework is used to identify and meet pupils' needs and to manage and review provision. This follows the Getting It Right For Every Child (GIRFEC) practice model. GIRFEC is a national framework to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Universal Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment. Parents are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents as full partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>.

Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the Education Scotland website (<https://education.gov.scot/scottish-education-system/Support%20for%20all>) are as follows:

What is staged intervention?

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

Argyll and Bute Staged Intervention: The Stages at a Glance

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

Stage 1 – In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Child's Plan may be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

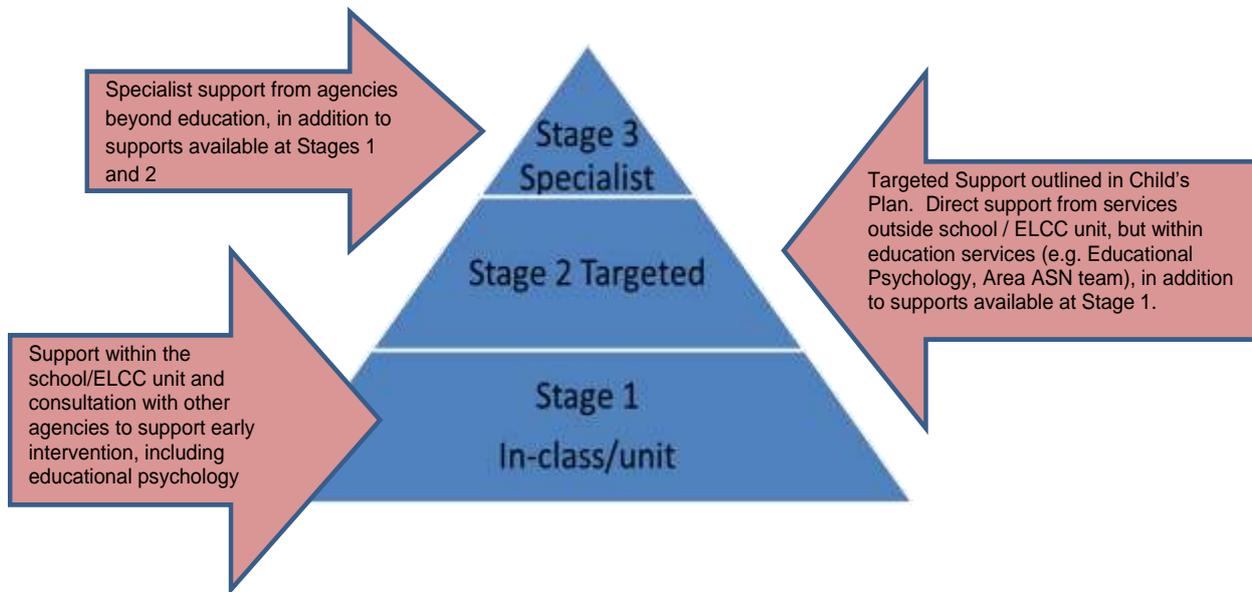
Stage 3 – Specialist input.

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or

- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.



Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents have any questions about their child's progress or well-being at school, they should discuss these with their class teacher or Head Teacher. Please contact the school office to arrange an appointment.

This school values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

In Arrochar Primary School, our teaching methods ensure that any difficulties are quickly highlighted. Children develop at different rates throughout each stage of their school life so support is available to all pupils. Additional support is given to a child in any area of the curriculum in which he/she is experiencing difficulty.

Children experiencing difficulty with their learning are given individual help by the Class Teacher with the assistance of Area Network Support teachers, Classroom Assistant and SEN Assistants.

Further support is gained from the Education Psychologist if required. This is only done after consultation with parents.

We aim to:

- Develop the potential of each child through the delivery of an appropriately tailored curriculum; providing opportunities for learners to play an active part in

their own learning.

- Promote a school ethos that recognises the equal worth and importance of each child in the school by building on strengths, supporting weaknesses and boosting confidence through success and praise.
- Provide access to the whole curriculum where pupils will be motivated and challenged.

Support for Learning's remit has now been extended. They will also work with pupils of ability and help teachers develop appropriate material to challenge these pupils. Mrs Barbara Gillies, our Area Network Support Teacher, also works with a 'more able' group within the school.

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers and young people have the right to:

- ♦ Independent Mediation Services

This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.

- ♦ Independent Advocacy

Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to enquiries@sclc.org.uk.

- ♦ Free Dispute Resolution

Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Louise Connor, Head of Learning and Teaching/Chief Education Officer, Argyll and Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or Louise.Connor@argyll-bute.gov.uk

- ♦ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)

Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) www.barnardos.org.uk.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

SCHOOL IMPROVEMENT

Main Achievements

Information on the main achievements of the school can be found in the school's Standards and Quality report. This report can be found on our school website, or a copy can be obtained from the school office.

Improving Standards

Information on how the school has improved in standards for pupils in relation to literacy, numeracy and health and wellbeing can also be found in the school's Standards and Quality report. This report can be obtained from the school office, or by visiting the school website.

School Improvement Plan

The Standards in Scotland's Schools, etc Act (2000) requires schools to produce annual improvement plans outlining priorities for development. In addition to this, the Head Teacher is required to prepare a Standards and Quality report, annually, for the parents, accounting for her stewardship of the school. Copies of the latest Standards and Quality report and the Improvement Plan are available from the school office or on our website.

Attendance and Exclusion

In general attendance at Arrochar Primary School is good. If you require further information please contact the school.

SCHOOL POLICIES AND PRACTICAL INFORMATION

School Meals

Argyll and Bute Council is committed to providing healthy, nutritious, good value meal options to pupils in our primary and secondary schools and a school meal is available in almost all of our schools, with the exception of Iona and Ulva primaries. We encourage healthy eating and school lunches are planned so that children can choose a well-balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily. All of our menus comply with the Scottish Government's [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#) and with [Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#).

As part of Scottish Government legislation that came into force in January 2015, free school meals are available to all pupils in P1-P3. Please see the section on free school meals for information for pupils from P4 and beyond.

Allergy information for our school menus is available online and in each school kitchen. You can find out the allergens contained in every dish, and by clicking on the links for each meal you can also find out the recipe used, full ingredients and nutritional information. These are available via <https://www.argyll-bute.gov.uk/primary-school-meals-menu>. If your child has a food allergy, please contact the school office in the first instance so that any necessary arrangements can be put in place.

A vegetarian meal option is available every day, and many dishes can be altered to accommodate other special diets where this is required. Where possible, other non-medical special diets may be accommodated; please contact the Food and Nutrition Officer for more information.

Primary Schools:

Our primary school lunch offer is a two course menu with a choice of main meal, and will be either a starter and a main course, or a main course and a dessert. The menu runs on a four week cycle so that there is plenty of choice for pupils. The cost for a primary school meal is £2.30. Water, and a selection of bread and salad, are provided every day and fruit and yoghurt will be available daily as a dessert option. Some larger schools may also have baked potatoes available every day. Milk is available to purchase at 10p for 200ml.

The primary school menu is revised twice per year, typically in October and in March. You can view our current primary school lunch menu at <https://www.argyll-bute.gov.uk/primary-school-meals-menu>.

At Arrochar Primary School, we encourage healthy eating. School lunches are planned so that children can choose a well balanced meal and a good selection of bread, vegetables, fresh fruit and milk are available daily.

However, some pupils prefer a packed lunch. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the

ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Space is provided in the dining hall for those children bringing packed lunches. Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Milk is available for purchase in the school during the lunch period or morning interval; this costs 10p per carton.

At morning interval we encourage pupils to eat healthy snacks. Fruit, or a healthy snack, is available to purchase from the canteen.

Each pupil has an Arrochar Primary School water bottle; this bottle should be filled with fresh water and brought to school each day. We have a water chiller in the school, providing filtered, chilled water for the children to refill their water bottle as required.

At present, we have a pupil and a member of staff with allergies. Please do not send your child to school with nuts or kiwi fruit

Free school meals

All pupils in P1-P3 are entitled to a free school meal. Parents do not have to register for this; all pupils will receive this meal automatically.

Free school meals are also available, via an application process, to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income based Job Seekers Allowance
- Income related element of employment and Support allowance
- Child Tax credit but not Working Tax Credit (income should not exceed £16,105)
- Child Tax Credit and Working Tax Credit (income should not exceed £7,330)
- Support under Part V1 of the Immigration and Asylum Act 1999
- Universal Credit (monthly take home pay for period must be under £610)

A free school lunch will also be available to children who attend nursery and receive their free early learning and childcare over lunchtime if parents receive one of the benefits listed above. In addition, pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office

Every morning the pupils order their lunch from the canteen. The canteen staff are aware of the pupils in receipt of free school meals, so no other person/pupils are aware of this.

Please note that the above eligibility criteria is correct at time of publishing (October 2020) and maybe subject to change by the start of August 2021. The link above will contain the most up to date information.

If you are not eligible for any of the benefits listed above, there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

Special Dietary Requirements

If your child has a food allergy, please notify the school. All catering managers are trained on allergy awareness, and every effort will be made to accommodate your child's needs. Full allergy and recipe information is available for all dishes at <https://www.argyll-bute.gov.uk/primary-school-meals-menu>

Health Care

You can contact your school health staff at:
Victoria Integrated Care Centre
93 East King Street
Helensburgh
G84 7BU
Tel: 01436 655012

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances, parents/ carers (or young people themselves over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

You should note that no non-prescribed medicine will be administered by staff. All medicines must have a doctor/ chemist's label on it with the child's name and dosage before a member of staff can administer it.

You will be asked to complete a GDPR compliant medical/ personal information form at the start of each session, informing us of any known allergies or illnesses. Appropriate action will then be taken school staff in partnership with the school nursing team, e.g. healthcare plans, staff training etc. If this medical/ personal information changes for any reason, please inform a member of staff.

Skin Protection

Your child's skin may be affected by exposure to the sun, especially over the lunchtime period and other outdoor activities. It is a good idea for your child to wear a sun hat. If they have one, please put it in their school bag.

You should ensure your child has sunblock applied prior to arriving at school in periods of hot weather and if you wish them to have further applications at lunchtime, they you should send in sun cream/ block and your child can apply it.

Face painting is occasionally carried out within schools. Parents will be informed when this activity is being planned.

Transport

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment Primary School
- 3 miles away from their catchment Secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written or verbal authorisation from a parent or carer.

Please see www.argyll-bute.gov.uk/education-and-learning/school-transport for further information on school transport.

Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at www.argyll-bute.gov.uk/education-and-learning/school-transport.

Insurance

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

Music Services

Mrs Morag Ridland visits the school every second Tuesday and teaches music to ELC to P7 pupils.

Every Friday an instrumental instruction teacher visits the school to teach some pupils in P5 to P7.

Information and advice will be issued to every child in P5 to P7 at the start of each session by the instrumental teacher.

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly.

Child Protection

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Mrs Palmer, the Head Teacher, is the Child Protection Officer for the school. Should you wish further

advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see www.argyll-bute.gov.uk/abcpc for more information on child protection.

Weapons Incidents in Educational Establishments

A joint protocol has been agreed between Police Scotland, Argyll and Bute Council and West Dunbartonshire Council for dealing with any weapons incidents in schools. It is therefore important to make parents aware of rules and expectations in relation to weapons and the response to allegations of weapons possession. Weapons must in no circumstances be brought to school and pupils will be encouraged to share any knowledge of weapons with teaching staff. The purpose of the protocol is to maximise the safety of children and young people and to safeguard the welfare of all persons involved in any weapons-related incident, including any alleged perpetrator, through an effective multi-agency response. All incidents involving weapons at any educational establishment where a person under the age of 18 is educated, and any incident involving a child less than 18 years being in possession of a weapon will trigger the operational response summarised below. Every incident will be thoroughly investigated and recorded.

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will co-ordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated first aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.
- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon outwith an educational establishment, Police Scotland will alert the authority of the incident.
- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

Please contact the school if you require a copy of the full weapons protocol document, which includes a summary of police powers and duties of search in relation to weapons. Please note that unless parents/ guardians contact the school to indicate a concern, they are giving their implied consent to the policy.

Acceptable Use of Personal Internet Enabled Devices/ Using The Internet, E-Mail and Glow

All children and young people will have access to various forms of technology and will use the internet, email (secondary pupils) and Glow. When accessing the Internet in school pupils must abide by the following rules:

All users should:

- access Internet pages which are directly related to the current task as identified by the member of staff in charge;
- save/download information related to the current task as identified by the member of staff in charge;
- report instances of misuse to the member of staff in charge;
- report suspicious sites or emails to the member of staff in charge;
- choose a strong password – preferably a phrase that you can easily remember;
- ‘logout’ at the end of each Internet or Glow session;
- treat all equipment and other users with respect.

Users should not:

- tell anyone their login ID or password;
- use portable storage devices brought from out with the school;
- attempt to circumvent the IT security systems and antivirus;
- send illegal or defamatory material; receive illegal material or material which is offensive or defamatory without informing the member of staff in charge;
- read emails intended for others;
- create rude or abusive emails about other people.

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school’s name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.
- Never arrange by email to meet anyone you don’t know in person.
- Never respond to nasty, suggestive or rude emails.
- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.
- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

Email access only applies to Secondary students. Privacy of electronic mail (email) is guaranteed. However, those who administer the system on behalf of the education service have access to all mail messages and have the right under legislation to investigate any user activities where suspicious use of the system is identified.

Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite, Glow RM Unify Launch Pad and Glow Meet.

General Data Protection Regulations (GDPR)

Updated legislation introduced in May 2018 and requires all businesses to protect and properly manage all customers' privacy data – this includes Local Authorities. The main changes under GDPR are:

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.
- It enables people to see what personal data is being held about them and to make sure their personal data is correct.
- It gives increased importance for the protection of children
- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

The full detail of the new legislation can be found at www.ico.org.uk

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

Children's work is often displayed in the classroom and school corridors. In addition, work is often displayed in other Council buildings as part of exhibitions. This may include their name.

Short Visits

During the pupil's school life, teachers may organise some activities which will take pupils out of school for up to an hour at short notice. These visits will be very local to the school (in general no greater than half a mile). Pupils will be supervised by their class teacher during these visits.

For any longer, pre-arranged school trips and all trips that require transport, official permission will be sought and Management Circular 3.25 will be adhered to - <https://www.argyll-bute.gov.uk/education-circulars>.

IF YOU HAVE ANY CONCERNS REGARDING ANY OF THE ABOVE YOU SHOULD CONTACT YOUR SCHOOL DIRECTLY TO DISCUSS INDIVIDUAL CIRCUMSTANCES

Emergency Closures

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

If school will not be opening on a given day, the Clerical Assistant or Head Teacher will contact parents by text message using the Groupcall messaging system. The Clerical Assistant, Janitor and Head Teacher will also notify the contact person for each area. The contact person will then contact you. The message can then quickly go out to everyone. If school has to shut early, again, a text message will be sent through Groupcall, and a check will be made that someone is at home to meet their child from school transport, or that someone can collect their child from school. We will not send a child home unless we are satisfied that a responsible person will be there to meet them.

In the event of an emergency closure outwith school hours updated postings will be made on www.argyll-bute.gov.uk/service-disruptions. You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible a text messaging system alerting parents to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or www.argyll-bute.gov.uk/service-disruptions website or the use of text messaging may be utilised.

Although this information is believed correct at time of going to print, there could be changes affecting any of the matters dealt with in the document -

- (a) before the commencement or during the course of the school year in question
- (b) in relation to subsequent school years.

Thank you for taking the time to read our school handbook.

If you have any further enquiries, please do not hesitate to contact the school.

Yours sincerely

Alison Palmer
Head Teacher



SCHOOL TERMS AND HOLIDAYS – ACADEMIC YEAR 2021/2022

School holidays for all areas of Argyll and Bute – August 2021 to July 2022:

Break	Dates of attendance	
Start of term		<i>Thursday 12 & Friday 13 August 2021- Teacher in-service days</i>
	Open	Monday 16 August 2021 <i>Pupils return</i>
October	Close	Friday 8 October 2021
	Open	Monday 25 October 2021
November	Close	Friday 26 November 2021 <i>Monday 29 November 2021 – Teacher in-service day</i>
	Open	Tuesday 30 November 2021
Christmas	Close	Thursday 23 December 2021 at 2.30pm
	Open	Thursday 6 January 2022
February week	Close	Friday 4 February 2022 <i>Monday 14 February 2022 - Teacher in-service day</i>
	Open	Tuesday 15 February 2022
April	Close	Friday 1 April 2022 at 2.30pm
	Open	Tuesday 19 April 2022
May	Close	Thursday 26 May 2022 <i>Friday 27 May 2022 – Teacher in-service day</i>
	Open	Tuesday 31 May 2022
Summer	Close	Friday 1 July 2022 at 1pm

Holiday dates for subsequent years, where already set, may be found via <https://www.argyll-bute.gov.uk/education-and-learning/school-holidays>

Arrochar Primary School & Early Learning and Childcare Unit



USEFUL LINKS/ CONTACT DETAILS

The following hyperlinks are correct as at December 2019

General

Contact details for all Argyll and Bute Schools –

<https://www.argyll-bute.gov.uk/education-and-learning/schools>

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

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

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils – <https://education.gov.scot/parentzone/>

Education Scotland's toolkit for parental engagement and family learning – <https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support – <https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Journey to Excellence - provides guidance and advice about culture and ethos – <https://prezi.com/pinge66owybn/copy-of-journey-to-excellence/>

Health and wellbeing guidance on healthy living for local authorities and schools – <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about Curriculum for Excellence – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)
and
<http://www.gov.scot/Topics/Education/Schools/curriculum>

Information on assessment -
<http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Broad General Education (general) -
<https://education.gov.scot/scottish-education-system/Broad%20general%20education>
and
<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -

<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Information on the Senior Phase – <https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase>

Information on Skills for learning, life and work –

<http://www.sqa.org.uk/sqa/63101.html>

Information around the Scottish Government's 'Opportunities for All' programme –

<http://www.employabilityinscotland.com/policy-and-partnership/youth-employment/opportunities-for-all/>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –

<http://www.myworldofwork.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

<http://www.gov.scot/Publications/2011/02/16145741/20>

Information about how progress is assessed –

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

Curriculum for Excellence factfile - Assessment and qualifications –

<https://www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

Information on assessment and achievement –

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

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

<http://www.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionfactfile>

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning – <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/Planning%20for%20choices%20and%20changes>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

Equality and Inclusion - <http://www.gov.scot/Publications/2012/02/7679/3>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Education Scotland's Inspection and review page provides information on the inspection process –

<https://education.gov.scot/>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –
<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –
<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Informatio

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/contents>