



**ARGYLL AND BUTE COUNCIL**  
**Education Services**

**Gigha Primary School & ELCC**  
**Handbook**  
**Academic Year 2022/2023**



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

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## GENERAL SCHOOL INFORMATION

### Contact Details

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Head Teacher  
Gigha Primary School  
Isle of Gigha PA41 7AA  
01583 505259

Website: <http://www.gigha.argyll-bute.sch.uk>  
Email Address: [enquiries-gigha@argyll-bute.gov.uk](mailto:enquiries-gigha@argyll-bute.gov.uk)

### School Roll and Stages

Present Roll: 10  
Class Stages: P1-7 in one class

This is a non-denominational school  
There is no Gaelic Medium Unit at this school

Early Learning and Childcare Centre Roll: 1

### School Staff

Head Teacher – Mrs Julie Wilson  
Class Teacher – Mrs Alexandra Vipurs  
ASN Teacher – Mrs Patricia Healey  
ASN Assistant – Mrs Mari Sheriff  
ASN Assistant – Miss Phoebe Brown  
Childcare & Education Worker – Mrs Veronica Blair  
ELCC Classroom Assistant – Mrs Michelle Bannatyne  
ELCC Classroom Assistant – Ms Hannah Storie  
Catering Manager & Janitor – Ms Jackie Cochrane  
Clerical Assistant – Mrs Audrey Dickie

### School Day

Start of Day 9.00am  
Morning Break 10.30am – 10.45am  
Lunch 12.15pm – 1pm  
End of Day 3pm

Details of school holidays can be found on page 46.

## **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 the ELC Information for parents booklet: [https://www.argyll-bute.gov.uk/sites/default/files/Education/elc\\_info\\_for\\_parents\\_booklet\\_rev\\_july\\_2021.pdf](https://www.argyll-bute.gov.uk/sites/default/files/Education/elc_info_for_parents_booklet_rev_july_2021.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.

Information about snack and meal provision within ELC settings can be found later in this document.

We have an Early Learning Childcare Centre (previously Gigha Pre-Five Unit) in the school. This opened in August 1999. At present, the ELCC provides sessions each day 8.50am till 12noon and from 1pm to 2.50pm.

Mrs Veronica Blair is our full time Childcare and Education Worker and our ELCC Classroom Assistant is Mrs Michelle Bannatyne. Lunchtime supervision and care is provided by Classroom Assistant Hannah Storie.

Mrs Julie Wilson, Head Teacher, has overall responsibility for the ELCC.

## **Visits of Prospective Parents/Carers**

Parents and carers seeking a place for their children at the school should contact the school office to arrange for an introductory visit with the Head Teacher and a guided tour of the school.

Once your child has been allocated a place 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.

Please see [www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school](http://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 and Bute are free to encourage the wearing of school uniform.

In Gigha Primary School, the suggested uniform is as follows:

BOYS: Black or Grey trousers, School logo sweatshirt and polo shirt

GIRLS: Black or Grey trousers or skirt, School logo sweatshirt and polo shirt

PE KIT: T-shirt, jogging trousers and gym shoes in a bag with pupil's name

It is expected that children bring a separate pair of shoes or slippers to change into for use indoors only and also their own wellies for outdoor learning and play activities. We have waterproof clothing for every child to support outdoor learning and play. A paint shirt or splashproof apron would also be helpful for messy arts activities.

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.

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.

## **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 (September 2021) and may be subject to change by the start of August 2022. 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**

As is reiterated in our regular Newsletters and general school communications, parents are very welcome to contact the school at any time to make an appointment to discuss issues. A friendly chat is usually enough to allay any concerns and if a longer, more confidential conversation is needed, this can be easily arranged. The safety, wellbeing and happiness of the children is paramount and we are always available to talk through any worries or issues so that we can work with parents and children to find solutions, take action and put practical plans in place.

## **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.

Children who attend in a regular pattern settle well into the early learning and childcare 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

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.

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/carers 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/carers, the importance of good communication between home and school cannot be over-emphasised.

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

If your child is unwell or unable to attend school for the day, please call the school office before 9.15am to let us know.

On returning to school, please provide a short note explaining the absence or a copy of an appointments letter for our records (we can copy documents for you),

If the absence is more than a day, a phone call each day updating us on progress is much appreciated. Daily attendance is entered into the Argyll & Bute online system, with a monthly record being produced for each child. As per Local Authority guidance, attendance falling below 93% will be formally followed up and parents will be invited to an attendance review meeting.

### 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/carers are asked to seek permission from the Head Teacher and provide 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/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) 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/carers 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

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

We work in partnership with parents to support learning and development for all children. We build on children's interests and on significant events and activities in our responsive planning, in order that our curriculum reflects the opportunities and challenges of everyday life at home and at school. We are committed to providing relevant, engaging and purposeful learning and play experiences shaped around the needs and aspirations of each child. This requires a close working relationship with parents to ensure that we understand how each child prefers to access their learning, how they are demonstrating their progress and which next steps are most appropriate for them.

To this end, we are working with parents this session to revisit our home learning policy and to incorporate family learning activities as a regular part of our engagement. At the request of parents and children we are beginning this development work with a focus on digital communication and home learning activities using Google Classroom and Seesaw.

We hold regular open classroom events enabling parents to support children's development in literacy, numeracy and health and wellbeing. This year our focus is Health and Wellbeing and we will work in partnership with parents to provide online workshops on the following themes:

- Practical Parenting – Internet safety and screen based activities NSPCC
- WOW – Supporting outdoor play for numeracy, literacy and practical technology/engineering skills
- Relaxation and Stress Reduction – Yogido
- Practical Parenting – Growth Mindset

In the ELCC children bring home a learning stories folder every fortnight which informs on key areas of interest and development and invites parental feedback on what is helpful to them. Children in P1-P7 bring home learning feedback portfolios/progress reports four times a year and parents and children have an opportunity to comment on progress, attend learning events and join with children and staff for learning conversations/goal setting.

Learning portfolios contain information about children's attainment and achievement and provide an opportunity for children, parents and staff to evaluate progress, create new targets and to agree next steps in learning. During key stages of transition we meet regularly with parents and pupils to support planning for choices and changes and to assist with engagement and empowerment in making decisions about children's learning.

We value partnership with parents and carers in support of each child's unique learning journey as an effective way of enhancing children's achievements and in promoting a culture of reciprocity, respect and positive relationships. We communicate information to parents by letter, email and phone and are available daily for face to face conversations.

In Gigha Primary School we regularly consult with parents regarding Policy and Practice. As part of our work in Education for Sustainable Development, Renewal and Growth, the children take the lead in working collaboratively with parents and our wider school community to promote changes for a better future socially, economically and environmentally.

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

## **Homework**

For P1-P7 pupils, homework is provided weekly on a Monday for return to school on a Friday morning. The pattern of homework changes throughout the year but regular tasks include:

P1-P3 – spelling and sounds activities, reading and maths games. Reading records are provided for parents to sign, comment and return to school each day.

P4-P7 – spelling activities, group reading book, First Minister's Reading Challenge library book, number challenge activities. Homework diaries are provided for parents to sign and return to school on a Friday.

A Family Learning Activity is provided each month for STEM, Creativity and Citizenship skills.

## **Becoming Involved in School**

We welcome the involvement of parents and carers in the life and work of the school community. We have a fine tradition of training and supporting volunteers and there are many opportunities to assist with our community partnership projects and in daily activities at school. We are always excited to support engagement, input and leadership from parents, carers and older siblings and are presently working on the following projects:

- School grounds for learning and play
- Beach and Forest Schools
- SAMS and Grab Trust Marine Plastics and Litter Project
- Bee Wild Gardening and Growing Project
- Astronomy for Rural Island Schools Project
- Young Engineers and Science Club Activities
- ESERO Train Like an Astronaut Programme
- NHS Good to Go Healthy Eating Programme
- Childsmile Toothbrushing Programme
- Eco Schools Green Flag Award
- Food for Life Award, Food for Thought Project
- Science week, Citizenship Week and Health and Wellbeing Week
- Isle of Stories Curiosity and Imagination Project
- Numeracy in Nature Everyday (NINE)
- Marine Science and Oceanography International Partnership (Climate Change)
- Gigha Community Nature Reserve

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

## **Opportunities for Parental Involvement**

Full orientation, induction and support are available to all those who volunteer in the school and Pre-Five Unit. We are also particularly keen to support older siblings wishing to explore careers in Early Learning, Childcare and Education through work placement or volunteering experience.

Examples of opportunities for involvement during and outwith the school day are as follows:

- Helping in the early learning and childcare class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Friday Fun Activities e.g. cooking, knitting, gardening, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training
- John Muir/Eco Schools Scotland/CREST Science Awards
- After School Clubs e.g. Sports, Music, Arts, Young Engineers and Science Club,
- Fundraising Events
- Trips e.g. sporting events, concerts
- Wider curricular activities e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

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

## **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/carers play in supporting their children's learning.

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/carer 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 or by talking with Mari Sheriff who presently serves as Chair.

## Parentzone Scotland



Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed at <https://education.gov.scot/parentzone>.

Why not check out the website for ideas on how you can support your child's learning.

## Read, Write, Count

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website <https://www.parentclub.scot> offers a range of hints, tips and advice to help parents engage in their child's learning

## First Minister's Reading Challenge

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part at <https://www.readingchallenge.scot>.

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

## **SCHOOL ETHOS**

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents/carers and will take account of the individual needs of pupils and the views of parents/carers.

We are a rural school and Pre-Five Unit committed to learning, living and working sustainably and equitably in the shared task of growing our future. Our mission is to support families in the task of raising wise, compassionate, just and peace-loving children.

An ethic of kindness infuses our work. We believe that as competent people, children flourish in conditions where their rights, unique potential and personhood are deeply respected and affirmed. In response to this belief, we promote learning as a relational activity best accomplished in nature, place and community-based contexts, through bonds of care, trust and reciprocity.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

As a community, our agreed values are Respect, Fairness, Diligence, Wisdom and Kindness. Our collective vision is to provide a happy, caring community for our children and young people, encouraging them to be confident, successful and responsive participants in society and teaching them the values of healthy, positive relationships.

### **School and Community Links**

Gigha Primary School and ELCC is very involved in the life and work of our community and we receive great support from the Gigha community in all our ventures. As a school, we reciprocate this support by doing our best to be involved in all appropriate community occasions and celebrations. Our pupils have many opportunities to represent the school at events and local activities.

Most importantly our pupils work in an intergenerational context to lead sustainable development across different aspects of life on the island. Presently, they are leading projects on Marine Conservation and Restoration, Community Gardening and Food Growing, Community Composting, Community Plastics Recycling and Community Health and Wellbeing audits/priorities/action planning.

We are key partners in Gigha Community Nature Reserve initiative, taking an active role in promoting the island and its assets and the children assist in many activities which help us to grow our future and to achieve sustainable economic, environmental and social wellbeing.

## Promoting Positive Behaviour

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 rules are as follows:-

- Work hard, keep on trying to get better
- Respect others and listen to them
- Show kindness and work for fairness
- Keep ourselves and others safe
- Welcome everyone and include them in our friendships and activities

Should incidences of negative behaviour occur, we take a restorative approach which seeks to build empathy, recognise failure, promote responsibility and rebuild relationships. Children are also supported to develop their resilience in positively managing situations, people and work projects through our health and wellbeing curriculum activities. We use the PATHs social and emotional literacy programme to help children make position choices throughout life.

## Discipline

Children are encouraged to demonstrate our rules and values in their everyday interactions with each other. Where rules are broken or where misdemeanours occur, we discuss consequences using a restorative approach. Where possible consequences involve the restoration of relationships in a positive and non-judgemental way. Should more serious incidences occur, parents will be invited into the process of formulating a plan for more positive behaviour and to support the fulfilment of consequences.

## 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](https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf)

We recognise the problems associated with bullying and harassment of both children and adults and are committed to providing an environment in which all individuals can operate effectively, confidently and competently. Within our school and ELCC settings we aim to develop an inclusive and positive ethos and climate of respect, responsibility and supportive relationships. This creates a culture where bullying and discrimination is unacceptable.

All staff and service users will be made aware of our Anti-Bullying and Harassment Policy which can be found in our Policies for Parents Folder and on our school website. The focus of our policy is to promote high quality relationships and positive behaviours that engender mutual respect and high self-regard among children, parents and staff.

## 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.

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others.

For achievements supported by partnership organisations and external providers, certificates are awarded to pupils. Where digital copies of these are available Messenger 5 is used to email them home. We take every opportunity to award certificates at larger gatherings and events where parents and other members of the school community can provide additional recognition and praise.

## Wider-Curricular Activities



Accessing our learning and play through the outdoors is very important to us. We work with many partners to develop and take forward a nature, place and community based approach. Our programmes promote exploration, investigation and discovery, building on children's natural curiosity to support each person's unique pathway to growth and development. We are working to extend opportunities to learn and play in woodland and marine environments, making the most of our beautiful island and all it has to offer. This includes establishing Beach and Forest Schools, Food Growing and Cooking Clubs, Young Engineers and Science Clubs, Gigha Family Nature Club and Isle of Stories activities (our own approach to nature-based wellbeing, creativity and the arts).





## Pupil Council

Our children have many opportunities to express their leadership, communication, innovation and creativity skills through our Pupil Council, Eco-Leaders, Rights Respecting Schools Activities, Playground and Book Buddies and Digital Leaders programmes.



They are committed to achieving all 17 of the United Nations' Sustainable Development Goals, so to practise their participation skills and citizenship they take a full part in decision making about curriculum, behaviour, grant funded projects and community partnerships.

We support children, families and community partners to build their skills in learning for sustainability and citizenship, consulting with parents, younger children and the wider school community to inform our action plans and to promote wellbeing through sustainable improvement.

Through the leadership of all ages in our school and ELC, we are working towards renewal of our Eco-Schools Green Flag as well as achieving our Food for Life, John Muir, Rights Respecting Schools, Sports Scotland and Crest Science Awards.

All P6 and P7 children have received their Heart Start Emergency Action Training as well as their REHIS Food Safety and Hygiene Certificates.





In the ELC we respond to the children's interests and curiosity by providing opportunities to follow their own ideas and extend their creativity.



In the ELC we are passionate about our learning outdoors ... making connections with nature, building confidence in our abilities, resilience and just having fun!!



## CURRICULUM FOR EXCELLENCE (CFE)

Curriculum for Excellence (CfE) is the Scottish National Curriculum 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.

### 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 P7
- 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. It is these 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 the 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 for 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 of ICT underpins these overlapping and mutually supportive skills 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**

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/carers through the homework diary and parents/carers 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/carers 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 any time through their child's homework diary.

### **The Curriculum at School, Local and National Level**

Termly curriculum plans are displayed in the foyer and outlined in regular termly letters to parents. Parents and carers can find out more information about the curriculum at school, at local and at national level by visiting our website and by talking with school and ELCC staff. We hold literacy, numeracy, health and wellbeing and STEAM (Sciences, Technologies, Engineering, Arts and Mathematics) events each school session to enable parents and carers to find out more about supporting their children's learning and development. Our Isle of Stories initiative was established to support emergent creative skills and to support children's leadership, curiosity, innovation and imagination.

### **Careers Information Advice and Guidance**

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

Gigha Primary School and Pre-Five Unit actively promotes skills-based learning and creates regular opportunities for children to engage with people who are involved in a diverse range of jobs and different work sectors. As part of everyday learning last session children worked with a variety of organisations, community and business partners to learn in more detail about careers in food, farming and technologies, marine biology and oceanography, astronomy, gardening and horticulture, environmental health, manufacturing, creative industries, business enterprise, sales, hospitality and tourism.

We are connected to many different groups through our classroom projects, after-school and holiday activities and partnership programmes. This includes growing international partnerships in sustainability, arts, science and technologies and learning from our many visitors and guests.

## **Financial Guidance**

Financial Education is a core part of curriculum experiences in RME, Maths and Social Studies. Children are given responsibility for planning and managing projects which involve budgeting and working within spending limits. Young enterprise and fundraising projects also provide opportunities to make wise choices about how best to spend or save money and give children access to people who provide advice and guidance on these matters.

## **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

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

An effective programme of education about Sexual Health 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'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

## **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.

Presently these are dealt with as part of our safeguarding procedures and all staff work consistently to ensure children's wellbeing at all times. As part of our school improvement plan focus on Health and Wellbeing this session, we are revisiting and revising our school policy and continue to work in partnership with parents to articulate any appropriate new school procedures for drug and alcohol related incidents.

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](http://www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat).

## **Religious and Moral Education**

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.

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer 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

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, 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/carers 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 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. Please note that some pupils will not access SNSA due to their specific additional support needs.



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 to ensure your child can reach his or her potential.

## REPORTING

Reporting informs parents/carers of progress in learning and achievement. This will be through a range of approaches including meetings at parents' evenings or in written form. In Gigha Primary School our reporting processes have been co-designed with children to support learning conversations where the child can take the lead in sharing their progress. We have a Parent Conversations session each term when we meet with parents and carers to discuss their child's progress in learning and development.

To support these conversations, a termly summary of progress will be sent home with exemplar pieces of work in literacy, numeracy and health and wellbeing. By the end of the year parents and carers will have four summaries along with four collections of work demonstrating progress in these areas. Parents, children and staff provide feedback on these collections and use them to discuss and plan for next steps in learning.

In response to parent requests to provide information on progress in literacy, numeracy and health and wellbeing, we are working with children and parents to produce guides for each primary stage. These will cover core skills, knowledge and understanding in each of the three areas and children will record their own progress through their peer and self-evaluation activities. They will be shared with parents as part of the termly reporting process in order to provide regular information about children's strengths, progress and achievements.

Parents will get regular information about their children's strengths, progress and achievements. This will take account of their achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school, and learning outwith the school, including the wider community. At key points this will include information on the curriculum level children are working within and progress towards qualifications in the senior phase. Parents will be informed of what their children need to do to continue making progress and ways that they can help.

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 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.

### Deferring Entry to Primary One

Argyll and Bute Council is currently part of a National pilot project which automatically grants an additional year of ELC funding, should it be decided that it is in your child's best interests to defer entry to P1. This pilot comes ahead of a national entitlement for all parents to this additionally funded ELC place, planned for August 2023. As such, if you feel that your child would benefit from a further year within an ELC environment, before beginning their P1 journey, this additional year can now be fully funded.

The decision whether to send your child to school or defer is individual to each child, and in keeping with GIRFEC policy principles staff within your child's ELC and prospective school will support you in making this decision.

If you are considering a possible deferred entry into P1 for your child, please speak to your child's Key Worker within their ELC to advise them of this, and contact [earlyyears@argyll-bute.gov.uk](mailto:earlyyears@argyll-bute.gov.uk) for advice and details of how to apply. **Please note**, you should still register your child for school during the registration window in January and, if you decide to defer entry, the Early Years team will work in collaboration with your child's ELC and yourself to support you in making your decision.

### Starting Primary One

Children in Scotland who reach the age of five years between 1<sup>st</sup> March 2022 and 28<sup>th</sup> February 2023 should start school in August 2022. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half. For academic session 2022/2023 online registration will begin mid-January 2022; 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 schools for Gigha Primary School are:

Campbeltown Grammar School  
 Acting Head Teacher: Samantha Stewart  
 Hutcheon Road, Campbeltown, Argyll, PA28 6JS  
 Tel: 01586 553773

OR

Tarbert Academy  
 Head Teacher: Mr Neil McKnight  
 School Road, Tarbert, Argyll, PA29 6TE  
 Tel: 01880 820269

You will be contacted by letter and offered a place for your child at whichever of the above two secondary schools you have chosen, which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents/carers, 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 by contacting School Support by email to [argyllhouse-reception@argyll-bute.gov.uk](mailto:argyllhouse-reception@argyll-bute.gov.uk) or by phoning 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/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

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

### **Liaison with Local Schools**

Our school maintains close links with both Campbeltown Grammar and Tarbert 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.

### **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 20<sup>th</sup> 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 early learning and childcare 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 & 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 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 recorded on the Well Being App within SEEMIS. 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.

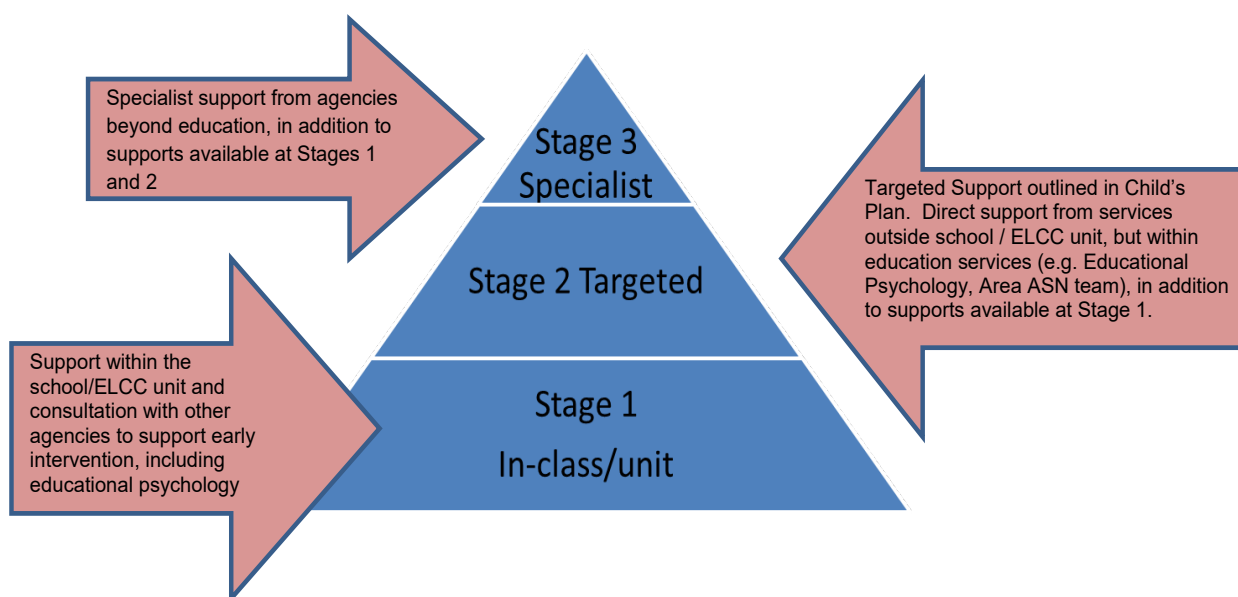
Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

### 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/carers have any questions about their child's progress or well-being at school, they should discuss these first with the Head Teacher. Please contact the school office to arrange an appointment.

Pastoral care and on-going support of children is shared between the Head Teacher and Class Teacher or our Childcare and Education Worker with the Head Teacher having the overall picture of how each child is progressing. Where children may have an additional need for support the Head Teacher also works in partnership with a range of visiting professionals and an Additional Support Needs Teacher.

This school values partnership working with parents/carers 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.



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. This should be raised with school staff in the first instance or can be sent in writing by emailing the Educational Psychology Service to [educational.psychology@argyll-bute.gov.uk](mailto:educational.psychology@argyll-bute.gov.uk) describing the type of assessment and why it may be necessary. Alternatively, please call 01369 708537 for more information. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account.

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](mailto: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 via [Louise.Connor@argyll-bute.gov.uk](mailto:Louise.Connor@argyll-bute.gov.uk). If you do not have access to email, please contact Louise Connor by phone on 01631 569196.
- ◆ 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 [www.barnardos.org.uk](http://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 <https://govanlawcentre.org/education-law-unit/>

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**

We continue to enjoy excellent support from parents and the wider community, all of whom have participated in a wide range of events and are extremely willing to contribute to enhance our curriculum. We have benefitted from the involvement of a wide range of professional organisations, particularly in Science, Engineering and Technology. We have also hosted several Isle of Stories theatre, dance and music events for local primary schools and nurseries. We are building up our reputation as effective partners and as a great venue and welcoming community for intergenerational arts, nature and creativity activities.

We have successfully extended hours in our ELCC to provide full day sessions for all children. We have also worked hard on our provision for eligible two year olds and now offer full time sessions for these children if needed. We are presently working with our whole community to develop our daily access to nature both on and off the school grounds.

Further details of our achievements this session can be found in the summary of our Standards and Quality Report on the school website.

### **Improving Standards**

A robust review of literacy and numeracy has been undertaken which has resulted in revised curricular programmes in listening and talking, reading and writing and a revised maths and numeracy policy. The implementation of these has resulted in children experiencing a greater level of challenge, increased pace of learning and improved progression of skills in these curriculum areas.

The introduction of revised curricular programmes has resulted in children making good progress in being able to identify their next steps in learning in these key curricular areas. All children are involved in pupil groups or committees meaning that pupil voice is being heard in a meaningful and systematic way.

Staff development over the session was provided in formative assessment strategies as well as in planned moderation activities with cluster schools. This has resulted in increased levels of confidence in relation to teacher professional judgements.

A review of learning and teaching in literacy and numeracy led to the re-organisation of lesson delivery which has resulted in increased levels of differentiation and more opportunities for children to work independently.

Analysis of last session's achievement data shows that all children were on track to achieve expected Listening and Talking CfE levels in June 2021, almost all children were on track to achieve expected Reading and Writing CfE levels in June 2021 and the majority of children were on track to achieve expected Numeracy CfE levels. Children's wider achievements are also being captured and recorded in individual trackers with all children achieving a recognised

award in some area over the year and almost all children joining out of school activities for enjoyment, social wellbeing and development of key skills.

## **School Improvement Plan**

Our Plans for future improvement over the next three school years include:-

2021-2022

- Revisiting the Mental, Emotional, Social and Physical aspects of the Health and Wellbeing programme
- Improving Literacy Attainment with a focus on Reading and Writing skills
- Revisiting our overall curriculum rationale and our curriculum pathways in all eight curricular areas
- Further developing children's use of their WOW skills development and achievement portfolio

2022-2023

- Revisiting our Learning, Teaching and Assessment Policy (including Remote Learning)
- Improving attainment in Mathematics Beyond Number and Problem Solving
- Revisit our STEAM and Learning for Sustainability Curriculum Pathways

2023-2024

- Improving our approaches to Personalised Support and Transition, Safeguarding and Child Protection
- Improving Numeracy Attainment including mental agility
- Revisiting our Religious and Moral Education and Social Studies curriculum
- Refreshing and Updating our approaches to Parental Engagement and Family Learning

We continue to work in partnership with parents and carers in all areas of quality improvement through collaborative activity, co-design and co-production of action plans and co-operative approaches to evaluation, feedback and critical reflection on our work.

## **Attendance and Exclusion**

School attendance figures show that as a school we are well above the 93% threshold figure for last session. We regularly engage with parents about the importance of attendance and the direct impact of poor attendance on overall educational attainment as well as on wellbeing and confidence. Most children continue to enjoy good regular attendance. We have no exclusions.

## SCHOOL POLICIES AND PRACTICAL INFORMATION

### Early Learning and Childcare Meals

Health and Wellbeing is a large part of the ELC experience, and includes access to milk, a healthy snack and meal time provision. We are committed to providing healthy, nutritious, good value meal options to children in our Early Learning and Childcare Settings. If your child is in ELC for more than four hours and over a lunch period they are entitled to a funded nursery lunch.

Our ELC lunch offer is a two course menu with a 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 children.

Our ELC menus comply with the Scottish Government's guidance, Setting the Table. In this document there is guidance on healthy snack options, meal planners and foods that are not acceptable for inclusion in provision, as well as other helpful guidance. The link to this document is:

<http://www.healthscotland.com/uploads/documents/30341-Setting%20the%20Table.pdf>

### Scottish Milk and Healthy Snack Scheme (SMHSS)

The SMHSS funds a daily portion of plain fresh cow's milk (or specified alternative) and a healthy snack (fruit or vegetables) for all pre-school children spending two hours or more in the care of a regulated day care provider and/or childminders that have registered for the SMHSS. SMHSS will replace the current UK Nursery Milk Scheme from 1 August 2021.

The link to this guidance is:

[Milk and Healthy Snack Scheme \(Scotland\) Regulations 2021: children's rights and wellbeing impact assessment - gov.scot \(www.gov.scot\)](#)

### 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 <https://www.gov.scot/policies/schools/wellbeing-in-schools/> and with Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 <https://www.gov.scot/publications/healthy-eating-schools-guide-implementing-nutritional-requirements-food-drink-schools-9780755958306/pages/0/>.

As part of Scottish Government legislation, from January 2022 all pupils in P1-P5 will be entitled to a free school meal. Parents do not have to register for this; all pupils will receive this meal automatically. Please see the section on free school meals for information for pupils from P6 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.

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>.

### **Packed Lunches**

Some pupils prefer a packed lunch and it is the Authority's policy to provide facilities for the consumption of packed lunches in all schools where these are required. 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.

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.

## Free School Meals

From January 2022, all pupils in P1-P5 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 P6 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.

We keep financial systems and food meal systems separate for all families to ensure that anonymity around free school meals is preserved.

Please note that the above eligibility criteria is correct at time of publishing (September 2021) and may be subject to change by the start of August 2022. 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

Argyll and Bute Council Catering Service provides meals across all schools, including Primary, Secondary and Early Years Units. Part of this includes the provision of special dietary requirements for food allergies and intolerances, medically prescribed diets and diets for religious or cultural reasons.

If required, please contact the school to obtain a Special Diet Request form. Once this has been completed and passed to the Catering Manager, the Catering Service will, where necessary and as required, work with the pupil, Parent/Carer, Education and the NHS to provide a nutritionally balanced meal that meets the dietary requirements for the pupil. Requests for non-medically prescribed diets also require a completed Special Diet Request form.

## **Health Care**

You can contact your school health staff at: -

Catherine McTaggart, Staff Nurse for Schools, Children & Families Health Team, Health Centre, Stewart Road, Campbeltown, Argyll, PA28 – 01586 865870

## **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/carers 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 if they are 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.

## **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 then you should send in sun-cream/block and we can help your child 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 authorisation from a parent or carer.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://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/carers 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](http://www.argyll-bute.gov.uk/education-and-learning/school-transport).

## Free Bus Travel Scheme

A national new free bus travel scheme for children and young people aged from 5 to under 22 will start from 31<sup>st</sup> January 2022. Further information can found on the Transport Scotland website: <https://www.transport.gov.scot/concessionary-travel/young-persons-free-bus-travel-scheme/> and parents will receive further information in due course from Education.



## **Education Maintenance Allowance (EMA)**

EMA is a weekly payment of £30, paid fortnightly in arrears, for eligible students aged 16 to 19 who are continuing in post-compulsory education. The allowance is means-tested based on household income and is payable fortnightly in arrears during term time. Payments will be made direct to the student's own bank account.

Further information and full eligibility criteria can be found at <https://www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance> or by emailing [ema@argyll-bute.gov.uk](mailto:ema@argyll-bute.gov.uk) or telephoning 01369 708548.

## **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/carers may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

## **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. See management circular 3.11 <https://www.argyll-bute.gov.uk/education-circulars>

## **Subject Access Requests**

GDPR legislation includes the right to request information we hold about you. If you wish to receive a copy of the personal information we hold about you, this is known as a Subject Access Request. Further information and a Subject Access Request form may be accessed via: <https://www.argyll-bute.gov.uk/data-protection>

## **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. 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](http://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 coordinate 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 out-with 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, Email 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](http://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](http://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: -

In the event of an emergency closure outwith school hours updated postings will be made on [www.argyll-bute.gov.uk/service-disruptions](http://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/carers regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible, a text messaging system alerting parents/carers 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](http://www.argyll-bute.gov.uk/service-disruptions) website or the use of text messaging may be utilised.

## SCHOOL TERMS AND HOLIDAYS – ACADEMIC YEAR 2022/2023

School holidays for all areas of Argyll and Bute – August 2022 to July 2023:

Break	Dates of attendance	
Start of term		<b><i>Thursday 11 &amp; Friday 12 August 2022 - Teacher in-service days</i></b>
	Open	Monday 15 August 2022 <b><i>Pupils return</i></b>
October	Close	Friday 7 October 2022
	Open	Monday 24 October 2022
November	Close	Friday 25 November 2022 <b><i>Monday 28 November 2022 - Teacher in-service day</i></b>
	Open	Tuesday 29 November 2022
Christmas	Close	Thursday 22 December 2022
	Open	Monday 9 January 2023
February week	Close	Friday 3 February 2023 <b><i>Monday 13 February 2023 - Teacher in-service day</i></b>
	Open	Tuesday 14 February 2023
March/April	Close	Friday 31 March 2023
	Open	Monday 17 April 2023
May	Close	Thursday 25 May 2023 <b><i>Friday 26 May 2023 - Teacher in-service day</i></b>
	Open	Tuesday 30 May 2023
Summer	Close	Friday 30 June 2023

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

## USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at 17 September 2021:

### 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>

Developing a positive whole school ethos and culture–  
<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/>

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 –

<https://www.gov.scot/publications/opportunities-supporting-young-people-participate-post-16-learning-training-work/#:~:text=To%20make%20access%20to%20Opportunities%20for%20All%20as,Opportunities%20for%20All%20by%20phoning%200800%20917%208000.>

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 – <https://www.education.gov.scot/Documents/btc5-framework.pdf>

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/transitionsfactfile>

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <https://education.gov.scot/Documents/CareerInformationAdviceGuidanceScotland.pdf#:~:text=This%20strategy%20provides%20a%20framework%20for%20the%20redesign,young%20people%E2%80%99s%20skills%20for%20learning%2C%20life%20and%20work.>

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 - <https://education.gov.scot/education-scotland/scottish-education-system/support-for-all/#:~:text=Equalities%20legislation%20has%20been%20put%20in%20place%20relating,or%20young%20person%20needs%20support%20for%20whatever%20reason.>

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 –  
[School education statistics - gov.scot \(www.gov.scot\)](http://www.gov.scot/School-education-statistics)

### School Policies and Practical Information

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>