

# INVERGARRY PRIMARY SCHOOL



## Handbook 2012-2013



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The information in this brochure is correct at December 2012, but please note that subsequent changes may be made. Although there may be annual revisions made to this document, points of specific interest may be taken up at any time with the Head Teacher.

## WELCOME TO INVERGARRY PRIMARY

The Handbook will help you as parents to become familiar with the School and the way in which children are educated and cared for. We are committed to providing learning experiences of the highest quality, in a positive and supportive atmosphere where everyone feels happy, confident and valued as an individual.

We provide a balanced and challenging programme of learning, which caters for each child's individual needs and ability. Promotion of close home, school and community relationships is actively encouraged. Parents are involved in the education of their children and made welcome in school.

It is our aim to provide a rich, stimulating and secure environment where your child can reach their full potential. The content of the Handbook will give you an indication of our values and the varied programme provided for children.

As a staff we look forward to working in partnership with you as a parent to ensure that this important stage in your child's development is full of experiences and activities to allow him/ her to develop their potential. We invite parents and carers to become actively involved in the life of the school as well as in the education of their children.

## GENERAL INFORMATION

**School Address:** Invergarry Primary School  
Invergarry  
Inverness-shire  
PH35 4HG

**Telephone:** 01809 501317

**Fax:** 01809 501317

**E-mail:** [invergarry.primary@highland.gov.uk](mailto:invergarry.primary@highland.gov.uk)

**Website :** [www.invergarryprimary.org.uk](http://www.invergarryprimary.org.uk)

**Tel. Info. Service** 0870 054 6999 Pin No - 04 2260

### Staff

Mrs Jane Strachan	Head Teacher	P4 -7
Mrs Julie Gilchrist	Teacher	P1 - 3
Ms Emily Brown	Teacher	P1-3/ 4-7

### Visiting Specialist Teachers

Mrs Liz Wilshaw	Music
Mrs Rhona Grant	P.E
Mrs Rona Porter	Stringed Instrument tuition

### Ancillary Staff

Ms Catherine MacPherson	Pupil Support auxiliary
Mrs. Elizabeth Whyte	Clerical assistant/ Pupil Support auxiliary
Mrs Amy Hunter	Crossing Patroller / Cleaner

## SCHOOL CALENDAR 2012 -2013

### Session 2012 - 2013

#### **School Opens**

Spring term starts- 7<sup>th</sup> January 2013  
Mid-term break 11<sup>th</sup> -15<sup>th</sup> February 2013

#### **School Closes**

28<sup>th</sup> March 2013

Summer term starts 15<sup>th</sup> April 2013

28<sup>th</sup> June 2013

#### Public holidays

Good Friday 29<sup>th</sup> March 2013

Easter Monday 1<sup>st</sup> April 2013

May Day 6<sup>th</sup> May 2013

#### In-Service days

13<sup>th</sup> ,14<sup>th</sup> ,15<sup>th</sup> February 2013

### Session 2013 - 2014

The following table lists the term dates for year 2013-14

<b>Open</b>	<b>Close</b>
Monday 19 August 2013 (Staff Only)	
Tuesday 20 August 2013 (Pupils)	
Monday 21 October 2013 (Staff Only)	Friday 4 October 2013
Tuesday 22 October 2013 (Pupils)	Friday 20 December 2013
Monday 6 January 2014	Friday 4 April 2014
Tuesday 22 April 2014	Thursday 3 July 2014

Note:

1. Holidays are Good Friday (18 April 2014), Easter Monday (21 April 2014) and May Day - Monday (5 May 2014).
- 2.2 Days - Casual Holiday - Monday 17 February and Tuesday 18 February 2014.

#### Regional Closures

- The first day back after summer - Monday 19 August 2013
- The first day back after October break - Monday 21 October 2013
- Three days following the February mid-term break - Wednesday, Thursday and Friday, 19, 20, 21 February 2014

## AIMS

At Invergarry Primary School our aims are:

**To encourage pupils to become successful learners by: -**

- *Providing opportunities for them to use their imagination and creativity within a broad and balanced curriculum, which is increasingly progressing the objectives of a Curriculum for Excellence, and connects the various stages of learning from 3 to 18.*
- *Developing a stimulating & challenging learning environment, which will enable them to develop important skills, by exploring and investigating whilst following their own interests.*
- *Allowing pupils to explore their capabilities by tackling, and thus learning from, new experiences.*
- *Regularly monitoring and reviewing pupil progress.*
- *By ensuring that the quality of learning & teaching experiences meet pupils' needs.*
- *By fostering in each pupil, from nursery through to P7, a positive attitude to independent learning so that pupils and staff may work together towards a common goal of achieving higher standards of attainment.*

**To encourage pupils to become confident individuals by: -**

- *Creating an ethos of achievement, which will maximise attainment.*
- *Celebrating their successes and accomplishments.*
- *Planning in partnership with parents/carers and inter disciplinary agencies.*
- *Teaching them the skills of self-assessment and manageable target setting.*
- *Continuing to develop the Health Promoting Status of the school.*

**To encourage pupils to become responsible citizens by: -**

- *Promoting an inclusive approach to learning & teaching.*
- *Endorsing a sense of fairness and respect for culture, gender, race and religion.*
- *Providing opportunities for decision making in a variety of situations*
- *Creating opportunities for pupils to work together so that they learn to share and give & take.*

**To encourage pupils to become effective contributors by: -**

- *Providing an environment in which all pupils feel welcome, safe and valued.*
- *Encouraging pupils to play a vital role in their community.*
- *Developing good communication skills, which will enable them to tackle problems, discuss community issues in a logical manner whilst respecting the opinions of others.*

**To provide opportunities for the continuing professional development of all staff by:-**

- *Ensuring that all members of staff have a clear remit and are committed to staff review and development*
- *Ensuring that continuing professional development is well planned and matched to identified staff and school needs*

## INFORMATION ABOUT THE SCHOOL

Invergarry is a non-denominational Primary School with two classes. The School is located in the village of Invergarry. The school serves the communities of Laggan, extending some three miles to the south and Glengarry, from the village of Invergarry to Kinlochhourn on the coast some twenty-six miles to the west. The roll of the school is at present 24, and the two classes comprise of P1-3 pupils and P4-7 pupils.

The school also has a nursery with a roll of 12.

Part of the school dates back to 1868, although there have been a number of alterations and extensions over the years. The historic features of school bell tower and built-in clock add interest and character to the listed building. The school classrooms are situated in a demountable building and the nursery is within the main old building. This year a new sustainable air source heat pump heating system was installed.

The School grounds are an important feature with a long-term development plan incorporating provision for play and conservation. Recent developments include a new school entrance with landscaping and gate designed by pupils.

The School has fostered many links with its community, particularly Glengarry Church, St Finnan's Church and Glengarry Community hall. We firmly believe in the dual concept of the school in the community and the community in the school. School facilities are used for meeting of some local organisations and classes.





## SCHOOL IMPROVEMENT

We are committed to evaluation and improvement. We publish a Standards and Quality report annually which has resulted from feedback about the work of the school from pupils, parents, staff and wider community. This can be found at

<http://www.invergarryprimary.org.uk/node/74>

This report feeds into the School Improvement Plan which sets out improvement of school performance over the next three years and includes how the school will involve parents in that improvement. The school improvement plan can be viewed in school on request. The school was last inspected by HMIe in 2008 -.

[http://www.educationscotland.gov.uk/Images/InvergarryPrimarySchFup20081209\\_tcm4-699162.pdf](http://www.educationscotland.gov.uk/Images/InvergarryPrimarySchFup20081209_tcm4-699162.pdf)

## ENROLMENT- ADMISSION TO INVERGARRY PRIMARY

### Primary 1 - Annual Intake

A child who attains the age of five years between 1 March in any year and the last day in February in the following year will be eligible to start school on the first day of term one in the new session.

Children who are due to begin school in August are usually enrolled the previous February. Enrolment of new entrants is advertised in advance. Parents who are considering enrolling their children are most welcome to visit the school to meet the Head Teacher. An appointment can be arranged by telephoning or e.mailing the school. Once enrolled, there is a full programme of induction and familiarisation.

### Other Admissions

Parents who move into the school catchment area and who have a child of school age should contact the Head Teacher to discuss their child's admission to school.

Parents of children who are non-catchment should make a placing request to the Area Education Manager, Mrs Norma Young, either in person, by phone or in writing.



## A CURRICULUM FOR EXCELLENCE

At Invergarry Primary School our overall aim is to ensure that the curriculum takes into account the different learning styles of pupils so that they meet the four capacities of A Curriculum for Excellence

We aim to enable all pupils to become:-

- successful learners
- confident individuals
- responsible citizens
- effective contributors

The school provides a broad, balanced and relevant educational experience for the children. We do this by means of a planned curriculum. In general terms, the main areas of the curriculum are: Language, Mathematics, Health and Well-being, Science, Social Studies, Technologies, Expressive Arts and Religious and Moral Education.

Parents receive an overview at the beginning of each term indicating the topics to be covered in each curriculum area and have opportunity to put forward suggestions and resources that they feel would enhance the learning.

Further information about the Curriculum for Excellence can be found at <http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp>

or, alternatively there is information available in hard copy in school.

## **Language**

Language development in the school includes the four elements of reading, writing, talking and listening. Talking and listening are developed in a variety of ways, in a range of contexts, at every stage in the school. They are seen as not only important in themselves, but also very closely linked to reading and writing skills.

Our approach to READING extends beyond teaching the children to be able to recognise and say words on the printed page. We aim to develop further skills of comprehension and reading for a variety of different purposes. Alongside this, we try, in a variety of ways, to develop in the children an enjoyment and pleasure in reading for itself.

Much of the reading and the wider language work done by the children is based on The Highland Literacy Project which runs systematically and progressively throughout the school, from Primary One to Primary Seven. The children, beginning early in Primary One, take home books for home reading. Parents are invited to share in the process of helping children to read, and the co-operation and support of parents in hearing the children read, talking with them about the stories, and encouraging them is particularly important.

In WRITING, a similar, broad approach is adopted. Personal, imaginative and functional writing are all developed. The children are taught to write in different forms - stories, poems, letters, reports, notes, plays, recipes and so on - for a variety of purposes. The presentation as well as the content of writing is important, and the children are taught to write legibly and correctly. Punctuation, spelling, grammar, sentence construction and handwriting are taught systematically through the school.

In practice, the various elements of language - reading and writing, talking and listening - are often integrated; and though much is done as separate study, they are frequently developed through other areas of the curriculum, particularly in project or topic work, where the skill being developed can be given a real and meaningful context.

## **Mathematics**

Mathematics plays an important role in our everyday lives and we aim to build up children's confidence in mathematical skills. Pupils enter school as active thinkers, having already experienced mathematics informally, eg doing things in order, enjoying pattern, sorting, sharing and counting. As

pupils progress they will develop an increasing awareness of a variety of mathematical concepts and their applications.

The main lines of development in mathematics will be

#### Information Handling

- Data and analysis
- Ideas of chance and uncertainty

#### Number, money and measurement

- Basic arithmetical and other number processes, including estimation
- Measurement
- Patterns and relationships
- Equations and expressions

#### Shape, Position and Movement

- Properties of 2D shapes and 3D objects
- Symmetry, angle and transformations

Problem Solving will be addressed within the above lines of development rather than as a separate element.

At all stages, structured materials are used to help children acquire a real understanding of mathematical concepts. Children learn through active participation and much of the work is done through practical activity. Since children differ greatly in the acquisition of mathematical concepts and skills, ability groups are formed for teaching purposes.

The use of computers by the children is firmly embedded at all stages. Each class has access to computers and to a wide range of software. It should be emphasised that what parents recognise as traditional elements of primary maths - memorisation of multiplication tables and other number facts and so on - remain very important; and, again, this is one area where support at home by parents for such work and practice, often given by teachers as homework, is crucial.

The main resource used to support learning and teaching is Scottish Heinemann Mathematics. This scheme of work is supplemented where necessary by a range of support materials. Strong emphasis is placed on mental agility and we have adopted the Highland Council's interactive approach to Mental Maths.

## Health and Well Being

Learning in Health and Well Being ensures children develop the knowledge, understanding, skills, capabilities and attributes that they need for mental, emotional, social and physical well being now and in the future. We promote a safe, caring, supportive and purposeful environment to ensure development of relationships built on mutual respect.

We use assemblies, Thought Box, whole school Circle Time discussions, as well as themed projects to explore issues and learn about responsibilities and positive decision making. We run parent information sessions for many topics covered in school (such as sex education, healthy eating and substance misuse-drug awareness), where parents can see the materials and subjects that will be covered in order to support their child's learning and experiences.

Our school environment lends itself to many outdoor learning activities and this is encouraged. We recently created raised beds to grow vegetables, fruit and flowers, as part of our eco-school work. We have been awarded 2 Eco-School Green Flags and are working towards our 3<sup>rd</sup> flag award.

We encourage parent and community involvement in many activities and feel that it is mutually beneficial to school and the community.

## Physical Education

The children are given a balanced programme of gymnastics, games, movement and dance. Pupils have a minimum of two hours P.E. lessons per week. All pupils (P2 upwards) participate in swimming instruction at the Lochaber Leisure Centre for a ten week block. Primaries 5, 6 and 7 also have the opportunity for skiing lessons at Nevis Range for a four week block. We take the pupils to Spean Bridge primary to use the gym hall facilities there once a month.

The school works closely with the Active Schools Co-ordinators who provide a wide range of sporting opportunities for the pupils working alongside other schools, throughout the year.



## **Environmental Studies**

This area of the curriculum covers a wide variety of subjects: -

- Science
- Social Subjects (People in the Past, People in Society and People and Place)
- Technologies including Information and Communication Technology

We plan to provide a progressive development of knowledge, skills and understanding of the world in which we live by building on the child's own experiences. Much of this work is approached through projects or topics, in which a range of subjects and skills (history and geography, reading and writing, art and craft, music and drama and so on) will be involved in an integrated way.

Pupil input into planning projects is encouraged and we use pupil interests to help create a stimulating and motivating curriculum.

In all such studies, we are concerned not only with factual content, but also with the development of skills, ideas and attitudes through which real understanding is achieved and which will form the basis for future study.

## **Expressive Arts**

The expressive arts encompass a range of activities and experiences - art, music, drama and physical education. In each of these areas, the children are given a broad range of activities and experiences.

### **Art**

The children are taught a variety of different skills and techniques. In addition to drawing, painting and modelling there are ample opportunities for studying subtleties of colour and texture to be found in materials such as stones, bark, shells, plants, etc. Printing and collage work are also included in the art and craft programme.



Pupils also learn about artists and their work and techniques.



### **Drama**

Pupils in all classes are given the opportunity of participating in improvisation, role play and mime as well as scripted plays. Drama is delivered through scripted plays in reading books, dramatisation of stories, acting out situations e.g. calling emergency services, keeping safe near roads and a variety of situations in personal and social development. Pupils also take part in performances to large audiences at Christmas and end of Summer term.

Participating in the local Music festival in verse speaking classes is encouraged for those that enjoy it.

### **Music**

Opportunities exist for the pupils to take part in a wide range of musical activities including singing, music-making, listening to music and formal instrumental work. Instruction is available, at certain stages, for tin whistle, chanter and string instruments. Pupils also have the opportunity to participate in the Highland Youth Music Initiative. All pupils receive lessons in traditional music with visiting tutors. We encourage our pupils to participate in the local Music Festival, in both group and solo performances, and maintain a very good reputation for our performances.

### **Religious and Moral Education**

Religious and Moral Education is taught throughout the school based on the relevant guidelines. It comprises the study of Christianity, other world religions and social and moral issues.

Services are held in church when possible and parents and friends are warmly welcome to attend. Assemblies are held in school throughout the session. Our Church of Scotland minister visits regularly to participate in assemblies. We also arrange a variety of guests to take part in assemblies and children all have opportunity, with their year groups, to plan and take assemblies.

A catechism class for Roman Catholic children can also be offered. This is conducted out of school by a parent appointed by a Parish Council.

Parents can have their children withdrawn from the religious assemblies if they so wish.

## **Modern Languages**

In accordance with National Guidelines, we include the teaching of a foreign language in the curriculum. The foreign language is French, and it is taught to pupils in Primaries 4, 5, 6 and 7.

The aims are to encourage the children to have confidence in expressing themselves in a second language, and to increase their awareness of another culture.

The main emphasis is to deliver the language to the children in an enjoyable, active and motivating way. This is achieved through the provision of a wide range of activities including games, songs, role-play and story-telling as well as direct teaching of simple vocabulary and language structures.

## **Enterprise Projects**

Every pupil has an opportunity to participate in Enterprise Projects on an annual basis. We aim to develop enterprising attitudes and skills through learning and teaching across the school. We encourage independent thinking and positive attitudes to entrepreneurship. These projects, as in many other areas, also encourage collaboration and cooperative working/learning in groups.

## **Support for Pupils**

Many children display signs of difficulties at some stage in their schooling. For some these difficulties are mild, or restricted to one small area of development. For others, the difficulties can be complex and of a more serious nature. In supporting pupils with any difficulties we follow a staged approach. Most difficulties will be identified, initially by the class teacher, who will identify short term strategies to support the child. If these difficulties continue the class teacher will discuss these with the Additional Support teacher and a programme of work will be decided upon as well as a timescale for review. As part of this programme, the child or group may receive additional input from a member of the Additional Support team. Parents will be informed and advised as to how they may be able to support their child. If it is found that considerable differentiation of the class work is required, an Individualised Support Programme as part of a Child's Plan may be drawn up for a child. All those involved will take part in the consultation process. Pupils who excel in some way are just as likely to receive input from the Additional Support team. The type and level of support will vary according to the individual

but will normally be carried out within the classroom, unless there is a specific reason why this would be inappropriate.

### ***Additional Support Needs***

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

***If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher.***

***Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.***

***If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:***

***<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/>***

***There are also Information sheets available at: [www.chipplus.org.uk](http://www.chipplus.org.uk) click on Education.***

The Scottish government has specified organisations that provide further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as 'Enquire-the Scottish advice and information service for additional support for learning', a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

## **ASSESSMENT AND REPORTING**

Our priorities for assessment are:

- a) To give a continuous and cumulative picture of the child's performance.
- b) To give the teacher information.
- c) To support and develop the strengths and weaknesses of the child.
- d) To give the parents information.

Assessment of the children's work and progress is done continuously by the teacher in her day-to-day observation of the class.

In addition, the class teacher may carry out routine tests in order to

monitor progress, identify difficulties, recognise strengths and to plan programmes of work which take the needs of the child into account. As part of forward planning, records are kept by staff of the work carried out in class.

Assessment records are kept as a cumulative record of each child's progress, to give teacher's information, to support and develop individual strength and weaknesses of each child and to report to parents.

At the end of the year reports are sent out to parents. Detailed pupil profiles are completed at the end of P7 for transfer to Secondary School.

In the Curriculum for Excellence pupils are progressing through levels:

Early level -usually nursery and Primary One

First level - usually Primary 2 -4

Second level -usually Primary 4-7

Third level -some Primary 7 and S1,2

It is important to emphasise that Assessment is part of the ongoing process of teaching and learning and does not disrupt the normal work of the class.

Parents are notified in the Homework Diary when their child has successfully attained a new level or done particularly well in something. Pupils maintain a Pupil Learning Profile which includes ongoing self evaluations, teacher evaluations and, occasionally, parent evaluations. Pupils are encouraged to set themselves targets which they periodically evaluate. This process helps motivation and understanding of their progress in learning. The Pupil Learning Profiles are available at Parents' night, at curriculum Open afternoons and periodically shared with parents throughout the year.

### **Parents' Evenings**

Parents' Evenings are arranged twice a year (November and May or June), when parents are invited to view their children's work and to discuss their performance with the class teachers.

A formal written report is sent home to parents prior to the final Parents' Evening.

As we value parental involvement highly, we ask parents to contact the school at any time if they are concerned about their child's progress. An appointment can be readily arranged to consult with the class teacher or Head Teacher.

## Transitions

We run a comprehensive transition programme for moving from nursery into Primary 1 and from Primary 7 to high school. This includes a series of visits for child and parents, followed by activities and events to participate in. We take into account individual needs and plan the transition accordingly.

Pupils from Invergarry Primary have a choice of secondary schools with entitlement to transport to either:

Lochaber High School	or	Kilchuimen Academy
Camaghael		Station Road
Fort William		Fort Augustus
PH33 7ND		PH32 4DL
Tel;01397702512		tel; 01320366296

We maintain close links with both secondary schools and secondary school staff come to school to work with the pupils from P5 onwards. We attend many events to encourage pupils to be confident in larger group settings.

The nursery (4 year old) pupils come into school regularly throughout the year to work/play and actively learn along side Primary 1 pupils. In the summer term, pupils attending other nurseries but enrolled for Invergarry primary are invited to join in transition programmes.

## Equal Opportunities

The School is required to inform all parents that it conforms to the wishes of the Equal Opportunities Commission and would ask you to note the following:

Invergarry Primary is an Equal Opportunities school and:

- Is opposed to all forms of prejudice and discrimination
- Provides equality of opportunity through its ethos and working practices
- Promote understanding and respect of other people's cultural identity and beliefs.
- Align itself with Education Service's Anti- Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997) and follows the guidance as outlined in the Race Relations Act.

### MCAR (Multi- Cultural and Anti-Racist)

The overall aim of our school is to encourage the full development of all the children in our care, where they all feel valued and accepted as individuals.



To this end we place great importance on respecting the previous experiences of our children as they come to the school. We are very interested in learning about their pre school experiences e.g. nursery attended, interests, hobbies, worries, particular beliefs etc, indeed anything you would like to share with us about your child. All information passed to us is, of course, confidential, but it does help us to build up a picture of your child and in turn enable us to meet his/her individual needs and interests.

## **SCHOOL POLICIES**

School policies covering the curriculum, administration and management of the school are available for parents to look at. Please ask if you wish to do so. The policies are reviewed on a rolling programme and draft copies are posted onto the school website and parents are invited to comment before policies are accepted. The reviewed versions are available on the website.

## **WORKING WITH PARENTS**

Parents are encouraged to take an active interest in the work of the school. Parents are invited throughout the session to attend curricular workshops, fundraising events, open days and working parties.

Regular newsletters/updates on the website are sent to parents giving information regarding forth-coming events, holiday dates, etc.

## **PARENT COUNCIL**

Invergarry Primary has an active Parent Council.

The members of the Parent Council are:-

### **Parent Members:**

Ms Maria MacRae -Chairperson

Mrs Tracey MacCallum - Treasurer

Mrs Gayle Rand - Clerk

Mrs Irene Rodgers

Mrs Carol Littlewood

Mr Clem Farnan

Mrs Marion Riddle

### **Co-opted Members:**

Mr Bill Clark

P.C Tony Hannah

**Teacher member:**

Mrs Julie Gilchrist

**Headteacher:**

Mrs Jane Strachan

**The Role of the Parent Council is:-**

- to support the school in its work with parents
- to represent the views of all parents
- to encourage links between the school, parents, pupils and the wider community
- to report back to the Parent Forum (every parent with a child at the school.)

Meetings are held in the school every term. Minutes of the meetings are posted on the school website or can be requested from school. Any parent can become a member of the Parent Council. Please approach a member of the Parent Council if you wish to become involved at any point. Further information about the Parental Involvement Act 2006 and Parent Councils can be found on the internet: [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

### PUPIL COUNCIL

Invergarry Primary School has an active and enthusiastic Pupil Council. Through the Pupil Council, each child knows that they have an opportunity to voice their opinion in all aspects of school life. Pupil Council meetings are held twice a term.

The Pupil Council has two representatives elected from each class.

### HOMEWORK

Homework is a very important part of a child's education and can add much to a child's development. At Invergarry Primary School we recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent, successful, responsible and effective learners. We believe that homework is one of the main ways in which children can acquire these skills. Homework can help your child to become:

## Successful Learners

- *Enthusiasm and motivation for learning*
- *Learning Independently*
- *Use literacy and numeracy skills*
- *Determination to reach high standards of achievement*
- *Take more responsibility for their own learning*
- *Practise and build on what they have learned at school*

## Responsible Citizens

- *Make informed choices*
- *Develop knowledge and understanding of the world*
- *Evaluate environmental and scientific issues*
- *Learn and work independently in the future*

## Effective Contributors

- *Develop confidence to deal with frustration, overcome difficulties and solve problems*
- *Learn how to organise and manage their time*

## Confident Individuals

- *Achieve success in different areas of activity*
- *Manage to organise and timetable homework activities*
- *Encourage independence*

## How and when is homework given out?

Pupils are given homework weekly, usually on Monday, and it should be handed in to the teacher on Friday unless the teacher informs the pupils and parents otherwise. Class teachers will always explain carefully their particular procedures to their pupils, and parents will find a note in the child's homework diary to clarify the homework arrangements.

Homework is given as a weekly assignment to help the pupils from an early age to plan when to do their homework. It also allows flexibility if children have other activities on during the week, (for example; swimming, gymnastics). If a child is unsure about their homework they should explain this to their teacher as soon as possible to get support that week.

## Homework Diaries

To help both parents and pupils, each pupil has a diary with the activities noted inside. Pupils are able to choose which activities they are going to complete each night. By planning, choosing and organising their homework activities the children are developing the skills of an independent learner.

The homework diary should be used by both parent and teacher to pass

on any comments about homework. It should be signed daily by the parent to indicate that he/she has overseen the child's homework and is happy with the effort that has been put in by the child. We understand that home circumstances may make it impossible for work to be done occasionally. If this should arise please write a brief explanation to the teacher.

### **AFTER-SCHOOL ACTIVITIES**

Children take part in a variety of after school activities and information about some of these is sent home in school bags. Many activities need to be applied for prior to attending.

### **NEWSLETTERS**

Letters and information are issued regularly to the eldest child in each family in school. This schoolbag mail is intended to keep parents up to date with holiday dates, pupil achievements, school events etc. It is therefore extremely important that parents make a habit of checking children's school-bags for these letters. The school website also carries information about events and dates in school calendars. The website address- see page 4 .

### **SCHOOL RULES AND DISCIPLINE**

We believe that developing a responsible attitude and self-discipline is the combined responsibility of the parents and the school. We aim at a system of self-discipline rather than enforced discipline.

School rules are mainly concerned with the safety and well-being of the children (e.g. no running indoors, no leaving of the school grounds)

The children are expected to behave in a socially acceptable manner, to treat other pupils with consideration and fairness, to show respect to members of staff and visitors and to respect school property. Bad behaviour may result in the withdrawal of 'Golden Time'. Parents will be informed of any serious breach of school rules or persistent bad behaviour.

Politeness, good manners and a healthy respect for, and commitment to, the school is encouraged by all the staff, by precept and example.

The Golden Rules are displayed throughout the school and all pupils are encouraged to follow them:-

- Do be gentle, don't hurt anybody.
- Do be kind and helpful; don't hurt people's feelings.
- Do be honest, don't cover up the truth.
- Do work hard, don't waste time.
- Do look after property, don't waste or damage things.
- Do listen to people, don't interrupt

## What is Golden Time ?

Golden Time has been included in each class weekly timetable as part of our school positive behaviour policy. Golden Time takes place for 30 minutes once a week. During this time the children have the chance to choose between fun activities.

With Golden Time children are rewarded for behaving well. Often in school it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern and this can cause resentment amongst both children and staff in school. Golden Time ensures that the majority of children who behave well are rewarded.

Before implementing Golden Time each class are introduced to a set of Golden Rules which is a short well-defined list of positive behaviour statements agreed on by both staff and pupils.

Children who break these rules will lose an allotted period of Golden Time - usually a 5 minute block.



## Bullying

There may be times when children are being bullied or believe that they are. It is important that parents, who are concerned about possible bullying incidents, contact the school at the earliest opportunity to discuss the problem.

At Invergarry Primary School we take the issue of bullying very seriously. One of our major aims is to create a safe and caring environment in which children can learn. Bullying behaviour has no place in such an environment. Children are made aware of this through classroom lessons, circle time discussions and by highlighting the issue in assemblies.

## SCHOOL UNIFORM

Our school uniform consists of a royal blue sweatshirt with a logo and a sky blue or white polo shirt. Fleece with the school logo are also available. We suggest that the children wear a grey/dark coloured skirt or trousers. Children are also asked to wear soft shoes in the classroom as all rooms in the school are carpeted.

Children are encouraged to wear the uniform to school and parents are given the opportunity to purchase these items during the Spring term each session.

Pupils representing the school in inter-school events or on public occasions are always expected to wear school uniform.

Pupils will also need to bring a PE kit which consists of shorts, T-shirt and gym shoes. For reasons of health and hygiene PE kit should not be worn to school but brought in a named gym bag. Please note that the wearing of football strips is not permitted in the school. PE kit may be needed on days other than timetabled PE lessons.



Parents should bear in mind that children are outside for some considerable time at interval and lunchtime and ensure children are dressed appropriately for Lochaber weather.

**We recommend that parents label any items of clothing which are likely to be confused with those belonging to other children.**

### Hi-Visibility vests

We encourage the wearing of fluorescent vests during the winter months. The school is positioned on a major trunk road and highlighting the children's presence contributes to a safer route to school. The children will be given a vest when the clocks go back in October and they will be collected in when they go forward.

## WHAT TO BRING TO SCHOOL

Children should arrive in school each day with the homework books or jotters they require. It would be helpful if they could also have their own pencil, eraser, pencil sharpener and, if desired, a few coloured pencils. Other items required, such as calculators, compasses etc will be provided by the school.



### **Packed lunches**

Children bring a packed lunch or go home for lunch. School lunches are not available. We encourage children to bring healthy packed lunches and operate a points reward system on Mondays. Families entitled to free school lunches can collect a claim form from the school office or the Education office, Fort William, in order to receive assistance. All such claims are treated in confidence.

### **Healthy Snack**

Pupils are encouraged to bring a healthy snack to school for eating at the morning interval. **Crisps, sweets and fizzy juice are discouraged.**

Our overall aim is for the children to choose foods with reduced fat, sugar and salt contents, which will satisfy their hunger as well as improving their health. Choosing a healthy snack helps promote positive attitudes to healthy food and form healthy eating habits. As an Eco-school we encourage a reduced use of packaging for packed lunches.

## INTERNET ACCESS CODE OF CONDUCT

Pupils and parents are asked to sign an Internet User Agreement at the beginning of each session, agreeing to abide by The Internet Access Code of Conduct

### The Internet Code of Conduct

- Be polite when using e-mail and show other users respect.
- Use appropriate and acceptable language.
- Keep secure your personal address or telephone number or those of fellow pupils from people unknown to you.
- E-mail is not private. Consider it like a postcard that would be open to all to read. So, make the content appropriate.
- Pupils should act within the law including the law of copyright.
- Keep to the usual rules of behaviour for our school and follow our policy guidelines.
- Care for all our equipment and operating systems.
- Respect the privacy of other pupils and staff if computerised data should become accidentally available to them.
- Conserve resources such as paper and ink and avoid unnecessary expense.
- Obtain permission to use resources.
- Use only their own account/e-mail address.
- The school undertakes to obtain permission and show acknowledgement before posting any pupils' work on the Internet.
- The Internet will only be used to access educational sites to help further develop schoolwork
- Teachers will regularly check the sites visited.



## EXCURSIONS AND CONSENT FORMS

From time to time we would like to take children out of school for walks around the local area to highlight aspects of the curriculum. For example: A trip to the Post Office or to the recycling bins. At the beginning of the session you will be asked to sign a consent form to cover all local visits. For other excursions further a field we will always request your permission prior to the outing.

We take photographs of various activities in the school. These photographs are displayed in the classroom or corridors, may be displayed on the school website, form part of our handbook/newsletters or provide a record of work done for the benefit of staff. A consent form will be given to you on enrolment.





## **EMERGENCY CLOSURE ARRANGEMENTS**

On some occasions, circumstances may mean school has to close out with the times specified because of for example, severe weather, transport problems, power failure etc.

If this happens we will keep you informed of details of openings and closures. Information about the adverse weather telephone system is available at the back of the handbook.

The school also has an emergency evacuation plan in place. Should this ever be instigated, children will be taken to safety by staff as a priority, and parents informed as soon as possible. We carry out practice fire drills and evacuations regularly.

## **EMERGENCY CONTACTS**



When you enrol your child you will be asked to provide us with the name, address and telephone number of a contact person in case of emergency. It is essential that this information be kept up to date, as we need to contact you, or a representative, should your child become ill whilst at school.

## **ABSENCE FROM SCHOOL**

For child protection purposes, parents are asked to ring the school before 9.15am on each day of a child's absence to inform staff of the reason for the absence. Similarly, if a child goes home for lunch and the parent decides not to send the pupil back in the afternoon, the school should be advised by phone. Details of infectious illness should be notified immediately by telephone. Similarly, cases of 'head lice' should be notified in order that parents can be advised to be especially careful in checking their individual children's hair (confidentiality is retained).

## **Appointments During the School Day**

When it is necessary for children to be removed during the school day for medical or dental appointments then the school should be advised in advance. Children who have to leave during the day must, in the interests of safety be collected from a teacher by a parent or responsible adult, known to the child.

Highland Council discourages the practice of taking children out of school for holidays and parents should give careful consideration to the disruption in their child's education before removing them from school in term time. Pupils find it difficult to try to catch up work missed and it is very time consuming for staff trying to provide extra homework for individual pupils. This also puts additional unnecessary stress on the child.

## ILLNESS

The school follows NHS guidelines for the prevention of infectious illness. It is very important parents do not bring sick children to school.

This is an excerpt from the School's Health and Safety Policy, which can be read in full in school-

- Parents are asked to keep their children at home if they have an infection
- Parents are asked to inform the school of the nature of the infection to allow us to inform other parents if necessary and monitor the other children who might be unwell
- If a child has been vomiting or had diarrhoea, parents are asked to keep the child at home for at **least 48 hours** after the last attack



The following guidelines are minimum periods of exclusion - the doctor in attendance in some cases, may desire longer exclusions.

Head Lice	Until treated and clear from infection
Chicken Pox	5 days from onset of rash
Measles	4 days from onset of rash
Rubella	4 days from onset of rash
Mumps	Until swelling has subsided, but not less than 7 days from onset of symptoms

## Administration of Medicines

Some children may require to take medication in order that they can continue to attend school.

Parents are kindly requested to refer to school policy that can be found on the website and note that:

- A child may only take medication (including non-prescription) if the parent/ guardian has given written permission. Forms are available on the school website.



- Only medication which has been labelled with child's name and instructions can be stored in the school
- Only medication supplied by the parent or guardian will be administered to the child
- Pupils will take medication only when supervised by an adult
- Parents should deliver the medication to the school
- Medication must be in the original packaging

**We ask that you keep school informed of any allergies that may develop.**

**It is essential that children who require inhalers have them in school every day.** Children should be aware of maximum dosages. An additional inhaler may also be kept in school in case of emergencies if parents request this. Parents are responsible for ensuring their child has an inhaler for out of school activities such as school trips, swimming etc.

### **Health Checks**

The school pupils are regularly monitored by the Community Nurse. Letters are sent home before the checks, requesting permission and information which NHS hold in their records and is not held by school. The NHS dental service also carry out checks on Primary 1 and 7 pupils, again parental permission is sought. The dental service also carry out education sessions with all the pupils.

### **CROSSING PATROL**

The patroller, Mrs Hunter, is on duty at the following times and pupils should not cross the road to school until she arrives:-

8.35 a.m. - 9.00 a.m.

12.30 p.m. - 1.30 p.m.

2.35 p.m. - 3.20 p.m.

**If, for any reason, the crossing patroller is not in place then children should not cross the road but return to the school or to home.**

### **CAR PARKING**

We discourage parents from entering the playground in their cars during the school day. The gate will be closed at 8.30 am, and parents may park in the drop-off lay-by or park at the Post Office area. Parents are asked to give priority to school minibuses in the drop-off lay-by between 8.30 am and 9.00am and 2.45pm and 3.20pm. Parents and visitors to school during the school day may use the car park, but are asked not to enter or leave during the above times whilst children may be at the entrance. Nursery parents are asked to ensure the playground gates are closed as they leave. Failure to do this could jeopardise the safety of pupils.

## HIGHLAND CHILD PROTECTION

From time to time incidents can occur within the school setting, which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be a priority for Education Service staff. More information about Child Protection Procedures within Highland can be obtained from:

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

Telephone (01463) 703483      Fax - (01463)713237

## TELEPHONE INFORMATION SERVICE

Invergarry has a dial- in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from school staff.

*How to use the service:*

- *Dial Highland Council's access number-  
**0870 054 6999***
- *Now enter the school's PIN number- **04 2260***  
You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.
- *You will now hear the school's name. Ensure that this is correct before going on.*
- *You will now be taken to the MAIN MENU where you will be given 4 options:*

*Press 1 to hear the school's message about adverse weather.*

*Press 3 to hear general information messages*

*Press 4 to enter the pin number for another school within the authority.*



## SUGGESTIONS AND COMPLAINTS

We are always anxious to maintain and improve our school. If you have any suggestions contact the Head Teacher in the first instance. We expect to respond to any complaint within a maximum of twenty-eight days. If you feel your complaint has not been satisfactorily resolved please contact:-

Mrs Norma Young  
Area Education Manager  
Area Education Office  
Camaghael Hostel  
Lochaber High School  
Fort William

01397 707350