



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

**Dalintober Primary School**  
**Handbook**  
**Academic Session 2014/2015**



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

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## **GENERAL SCHOOL INFORMATION**

### **Contact Details**

Miss Caroline A Armour  
Head Teacher  
Dalintober Primary School  
Dalaruan Street, Campbeltown, Argyll, PA28 6HG  
01586-552053

E-mail: [enquiries@dalintober.argyll-bute.sch.uk](mailto:enquiries@dalintober.argyll-bute.sch.uk)

### **School Roll and Stages**

Present Roll: Pre-5 Unit: 65 School: 187  
Class Stages: Pre-5 Unit: 3 and 4 year olds  
School: Primary 1 to Primary 7

Non-denominational  
No Gaelic Medium Unit

### **School Staff**

#### **Remits of School Leadership Team**

#### **Caroline A Armour, Head Teacher**

Caroline Armour is head of school and, as such, is accountable for all aspects of the school and school life in general. She is in charge of the day-to-day running of the school and Pre-5 Unit and has specific responsibility for curriculum development, quality of learning and teaching, partnership working and pupil support.

#### **Elise Glendinning, Principal Teacher**

Elise Glendinning is part class-committed and has time in the week to fulfil other managerial duties. She oversees management of the Pre-5 Unit and conducts Performance Development Review (PDR) of Pre-5 unit staff and classroom support staff. Elise is also the school co-ordinator for Health and Wellbeing, organises school resources and provides support and advice to colleagues in P4 to P7. Elise works alongside Caroline to conduct monitoring and observation of teaching and learning.

#### **Mary Watson, Acting Principal Teacher**

Mary Watson is part class-committed and has time in the week to fulfil other managerial duties. She supports and mentors probationer teachers and provides support and advice to colleagues in P1 to P3. Mary also assists Elise in organising school resources and is the school co-ordinator for Active Maths. She works alongside Caroline and Elise to conduct monitoring and observation of teaching and learning and assists Caroline with pupil support matters. Mary also has a specific authority role in delivering Roman Catholic Instruction to pupils in both Dalintober PS and Castlehill PS.

<b>Teaching Staff 2013/14</b>	<b>Post</b>	<b>Stages taught</b>
Miss Caroline A Armour	Head Teacher	-
Mrs Elizabeth Glendinning	Principal Teacher	P7
Miss Julie Brown	Teacher	P6
Mrs Susan Campbell	Teacher	P5
Mr Angus Scott	Teacher	P4
Mrs Irene McIlchere	Teacher	P3
Mrs Mary Watson	Acting Principal Teacher	P2)
Miss Alix Brown	Teacher	P2)
Mrs Margaret McSporrان	Teacher	P1/2
Mrs Elspeth Campbell	Teacher	P1
Mrs Marjory Wilson	Teacher	All stages (McCrone)
Mrs Jenny Morris	Support Teacher	-

Total number of teaching staff (full-time equivalent): 10.3

### **Support Staff**

Mrs Catherine McCormick	Clerical/Classroom Assistant
Mrs Elizabeth Finn	Clerical/Classroom Assistant
Mrs Margaret Raeside	Childcare and Education Worker
Mrs Elizabeth McDonald	Childcare and Education Worker
Mrs Barbara Donnan	Childcare and Education Worker
Mrs Lori Silvan	Childcare and Education Worker
Mrs Valerie Cameron	SEN Instructor
Miss Julie Flaws	Pupil Support Worker/Classroom Assistant
Miss Leanne Thomson	SEN Assistant
Mrs Norma Grogan	SEN Assistant
Miss Karen Willett	SEN Assistant
Mrs Lorna McKinven	SEN Assistant
Mrs Hazel Huysamer	SEN Assistant
Mrs Claire MacPherson	SEN Assistant/Classroom Assistant
Mr Campbell McCallum	Janitor

### **MUSIC INSTRUCTORS**

Mr Ian McKerral	Piping Instructor	Pupil Groups
Mr Campbell Anderson	Drumming Instructor	Pupil Groups
Mrs Katy Cameron	Woodwind Instructor	Pupil Groups
Mr Paul Stone	Brass Instructor	Pupil Groups

## School Day

All Classes	Opening:	9.00am
	Morning interval:	10.30am - 10.45am
	Lunch:	12.00pm – 12.45pm
	Afternoon interval:	2.15pm – 2.30pm
	Dismissal:	3.15pm

Details of school holidays can be found on page 44.

## Preschool Provision for Pupils aged 3-4 years

As a result of the Children and Young People Bill, there will be an increase to 600 hours of early learning and childcare provision for all three and four year olds and looked after two year olds as of August 2014. The move to 600 hours will mean that all children will be entitled to an additional 125 hours per year of funded childcare and early learning provision.

The vision is to bring together early learning and childcare through an increase in funded hours. By a more integrated approach, the aspirations are for an increase in early learning experiences for our children and to allow for the needs of children and families to be better met.

Please see [www.argyll-bute.gov.uk/education-and-learning/childcare-and-pre-school-education](http://www.argyll-bute.gov.uk/education-and-learning/childcare-and-pre-school-education) for information.

In our Pre-5 unit, we currently offer up to 65 half day places (35 morning/30 afternoon). It should be noted that education staff, and not school staff, take final decisions on the allocation of places. The unit is, at present, staffed by three full-time and one part-time Childcare and Education Workers.

The curriculum offered is based on the national guidelines, 'A Curriculum for Excellence', and therefore ensures continuity between Pre-5 and Primary 1. There is growing emphasis on transitional work across the Early Level stages and our Pre-5 and Primary 1 staff meet regularly to design and develop quality curricular activities.

Current Session Times are as follows (preceding 600 hours policy):

Morning Session	09.30 – 12.00
Afternoon Session	12.45 – 15.15

## Visits of Prospective Parents

Parents interested in having their children attend Dalintober PS are welcome to contact the Head Teacher and be shown around the school to gain a picture of the ethos of Dalintober. Parents can be given the opportunity to meet the staff and pupils, find out more about the curriculum and share information about their 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

In accordance with Argyll & Bute policy, there is a recommended, but not compulsory, school uniform at Dalintober PS. This comprises of our school jumper, polo/t-shirt and suitable trousers/skirts/footwear. The 'Wee Toon Sports' shop on Main Street, Campbeltown is the only place where the uniform can be purchased. On certain days of the week, children are asked to bring special clothing suitable for games or physical education and details are given by the Class Teacher. In addition, pupils may be asked to bring in an apron or old T-shirt for art and craft activities.

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.

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 flammable material;
- 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

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform.

## School Clothing Grants

Parents or carers who have a child under 16 attending an Argyll & Bute school and receive any of the following qualify for a School Clothing Grant:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit and/or Working Tax Credit, and where household income is less than £15,860 (in 2012/13 as assessed by the Inland Revenue)

- Support provided under Part VI of the Immigration and Asylum Act 1999

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

Entitlement to Clothing Grants is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant](http://www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant) for more information on School Clothing Grants.

## **Parental Concerns**

If any parent wishes to discuss concerns about their child, they are asked to contact the Class Teacher in the first instance, then the Head Teacher or a member of the Leadership Team if they are dissatisfied that their concern has not been addressed. Concerns will be dealt with quickly and sensitively, with the wellbeing and safety of pupils paramount. Should the concerns be more serious and merit a complaint, there are clear guidelines in Argyll & Bute Council's Complaints Framework.

## **Pupil Absence Procedures**

### Pre-School Attendance

On accepting a pre-school place for your child you are agreeing that they will attend for up to 5 x 2.5 hour sessions per week. Children who attend in this regular pattern settle well into the pre-school routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations are made to meet the needs of the individual child.

### School Attendance

Parents 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 to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing

unnecessary concern for staff and parents, the importance of good communication between home and school cannot be over-emphasised.

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

Pupil attendance is recorded twice a day, morning and afternoon. Regulations require each child's absence from school to be recorded in the school register as authorised, i.e. approved by the authority, or unauthorised, i.e. unexplained by the parent (truancy) or temporarily excluded from school.

In order to meet the above requirement and to ensure pupils' safety at all times, parents and carers are asked always to inform the school by 9.10am each day their child is absent. The school should also be informed about any pupil who is not returning for the afternoon session. It will be appreciated if the school is informed when a child's absence is expected to last for some time. In such cases, daily contact will not be necessary. In all cases, a child should bring a note on his or her return to school, confirming the reason for absence.

#### Planned Absence

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

#### Contact Details

- Parents 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 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 education of children here is considered to be a team effort with staff, Parent Council and parents and carers working together to provide the best possible learning and social environment for the pupils. Parents receive regular reports, newsletters and information on learning targets and curricular developments from the school. At points of transition parents are given further opportunities to discuss their child's progress and raise any points of concern.

The school is always keen to consider new schemes for parental involvement or improvements to existing ones. Any parent or carer who wishes to make suggestions concerning parental involvement is asked to contact Caroline Armour.

It is emphasised again that parents and carers should feel free to call at the school at any time, by appointment if possible.

### **Becoming Involved in School**

Throughout the school, parents and carers are encouraged to visit classes to assist the teachers with various activities. No previous experience is necessary but parent and carers interested in assisting in this way are asked to contact the Head Teacher.

There is a Parent Teacher Association which holds meetings throughout the year and all parents and carers are encouraged to become members. The Association gives help to the school in a number of ways, such as lending assistance with excursions, the Christmas Show and on Sports Day, organising and running discos, and raising funds for the use of the school in its various projects.

Parents and carers are also involved in the provision of extra-curricular activities including, currently, football, chess and tag rugby.

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

## **Opportunities for Parental Involvement**

During the school day:

- Helping in the pre-school unit
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, social study, science, health, arts and crafts
- 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
- Golden Time activities e.g. board games, 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
- ‘Options’ skills groups – Technologies, Media, The Arts, Health & Fitness, Sustainable Education

Out with the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Extra-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 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 and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents 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 Mr Barry Colville, Parent Council Chair.

## **SCHOOL ETHOS**

Dalintober Primary School is a valued and valuable part of the local community. It embodies community spirit through several projects. The school has an ethos and reputation for the effective promotion of positive behaviour, good relationships amongst pupils, parents and staff and is a school which motivates and respects its pupils. We challenge our pupils and hope to set them in good stead for future learning and careers. We value their individual and group talents and ensure that achievements are noted and celebrated.

### **Our Vision**

Our vision is that our school provides a safe, happy, healthy and motivating learning environment. Pupils feel nurtured, included and valued. They acquire a range of skills and knowledge to enable them to fulfil their full potential.

### **Our Aims**

- ✓ To foster respect for self and others
- ✓ To provide opportunities to develop creativity and personal choice
- ✓ To promote literacy, numeracy and health and wellbeing within the school community
- ✓ To ensure pupils' entitlement to opportunities for developing skills for learning, life and work
- ✓ To be aware of, and actively involved in addressing, issues which impact on a local, national and global level
- ✓ To encourage educational progress for all and celebrate the achievements of all learners
- ✓ To develop independent, responsible citizens of the future
- ✓ To welcome parental involvement and community links with the school

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 and will take account of the individual needs of pupils and the views of parents.

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.

Acts of religious observance are conducted regularly and classes take it in turns to lead these sessions and provide follow-up work of a reflective nature for all classes to undertake. The school chaplain visits the school on a regular basis to hold assemblies, work with classes and advise staff. Parents and carers and friends of the school are invited to attend the Christmas, Easter and end of session services which are held jointly with our neighbours from Castlehill Primary School. These services are held in the Lorne and Lowland Church. Roman Catholic pupils can participate in weekly Roman Catholic Instruction Education with the RCI teacher, Mrs Mary Watson.

### **School and Community Links**

The school plays a full part in supporting local institutions where it can be of help, e.g. in visiting residential care establishments, in holding concerts for the public, in raising funds for various charities and in taking part in competitions and awareness-raising exercises. A recent addition in this area is the uptake by the school of an allotment which is part of a new housing development near the school and the school is also closely involved with Campbeltown Community Organic Garden. We have made links with the 'Explore Campbeltown' organisation and are working on various projects with them to promote local businesses and Campbeltown as a tourist attraction. Groups and classes make visits to local places of interest and various members of the community visit the school to speak to groups of children about their experiences and/or work. All pupils are expected to be ambassadors for the school at all times.

### **Positive Behaviour Management**

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 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. We follow 'Golden Rules' and 'Golden Time' as a whole-school approach to behaviour management. This approach encourages positive behaviour from all pupils and has proven to be most successful. Details are available from the School Office.

Primary 6 pupils take part in a 'Playground Buddies' scheme which sees them playing with and supporting children in P1-P3 during breaks.

Our 'Golden Rules' are

Do	Do not
Be gentle	Hurt anyone
Be kind and helpful	Hurt people's feelings
Work hard	Waste time
Look after property	Damage things
Listen to other people	Ignore or interrupt
Be honest	Cover up the truth

In addition to individual Golden Time, pupils are encouraged to earn a weekly trophy for their class for class positive behaviour. When a class reaches a total of five trophies, the class earns 'Special Golden Time' which may be over a longer period or an outing in the local area, for example.

### **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.

### **Wider-Curricular Activities**

Dalintober PS offers a range of extra-curricular activities. The school has a choir which performs at certain special occasions and practices are held weekly, at the end of the school day. There are football, tag-rugby and chess clubs, and inter-school games and fixtures are a regular feature. Our school Eco-Group maintain our 'Green Flag' status and help keep our allotment and school environment clean and stimulating. Active Schools also offer several out of school hours' activities through the school and we also pass on information for community clubs, e.g. Highland Dancing, Boys' Brigade, Messy Church.

### **Pupil Council**

Every year, each class elects two pupils to serve on the Pupil Council. It is very important to the school to listen to the pupils' voice and to consult with them regularly on school matters. The Pupil Council members meet with the Head Teacher at least monthly and contribute the thoughts and opinions of their fellow pupils. They are often involved in helping to decide the purchasing of new resources and materials, in auditing effectiveness of the school in areas like the playground and canteen and their views on curricular developments are also heard.

## **CURRICULUM FOR EXCELLENCE (CfE)**

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

Dalintober PS aims to offer a broad and well-balanced curriculum which is relevant to society and appropriate to the needs and interests of the pupils.

Teaching and learning is organised so as to facilitate pupils' progress within stages and at transitions, and heavy emphasis is laid on learning through active involvement. Every attempt is made to afford equality of opportunity to all pupils, not just in their work but in all aspects of school life. ICT, whiteboard screens, digital cameras, laptops and various audio and visual aids are used to assist learning and teaching and to develop pupils' technological and media skills. Every classroom has internet connection and an interactive whiteboard.

We address the four contexts of Curriculum for Excellence – ethos and life of the school, curriculum areas and subjects, interdisciplinary learning and personal achievement – in a variety of ways as detailed below and in our previous section on 'School Ethos'.

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**

Throughout all curricular areas and wider achievement opportunities, your child will learn in a variety of different contexts and groups including ability, co-operative and social.

## **Language and Literacy – English and French**

Pupils learn about: - listening and talking, reading and writing.

Due emphasis is laid on the acquisition and development of skills in spelling, punctuation and structure of language as successful written communication is dependent on such skills. A wide range of methods and resources are used by teachers to provide stimulating and relevant learning experiences and the teaching of literacy is embedded across the whole of the curriculum.

French is taught to pupils in classes P6 and P7. The work has considerable emphasis on simple conversation, the acquisition of a basic French vocabulary and general awareness-raising about the country and its people and traditions. In recent years, the content of our programmes of study has been extended to include reading and writing.

## **Mathematics and Numeracy**

Pupils learn about:- information handling; number, money and measurement; shape, position and movement; problem solving and mental mathematics

We are piloting a new approach to the teaching of Mathematics and Numeracy through our 'Mixed Maths' programme. Pupils from P3-P7 are mixed according to their level and taught accordingly. As well as providing opportunity for greater depth of learning and clear lines of progression, it allows pupils to work with different pupils and staff.

Most concepts taught are developed through practical activity and every attempt is made to ensure that pupils are given work appropriate to their needs. There is an emphasis on accuracy and on an interactive approach to the solving of problems. Links between mathematics and other curricular areas are explored and numeracy is developed across the curriculum. The application of mathematical thinking to every-day life is brought to the attention of pupils, wherever relevant.

## **Health and Wellbeing including Personal and Social Development**

Pupils learn about:- mental, emotional, social and physical wellbeing; planning for choices and changes; physical education, physical activity and sport; food and health; substance misuse; relationships, sexual health and parenthood

Personal and Social Development is an ongoing and ever present focus in Dalintober PS and staff encourage pupils to develop associated skills in all areas of the curriculum and in most aspects of school life. The school has developed its own PSD programme which is

based on a number of resources including 'Skills for the Primary School Child' and 'Circle Time.'

In PE, a well-balanced range of activities is provided for pupils and they undertake at least two hours of physical activity every week. The programme covers work in games, gymnastics and dance and, from P4 upwards, expert swimming tuition is delivered to pupils by instructors from the local swimming pool. The Active Schools Co-ordinator, Active Schools Development Officers and Young Leaders also regularly visit the school to deliver blocks of activities. Recent examples are rugby, shinty and mini-sports. The school is able to use the town's All Weather Pitch during school hours and for extra-curricular activities.

### **Social Studies, Sciences and Technologies**

In Social Studies pupils learn about:- people, past events and societies (history); people, place and environment (geography) and people in society, economy and business (modern studies).

In Sciences pupils learn about:- Planet Earth; forces, electricity and waves; biological systems; materials and topical science.

In Technologies pupils learn about:- technological developments in society, information and communications technology (ICT) to enhance learning; business; computing science; food and textiles and craft, design, engineering and graphics.

In the curriculum areas of Social Studies, Sciences and Technologies, emphasis is placed on the acquisition of knowledge, on the teaching of concepts that clarify and develop pupils' understanding of the environment, on the development of skills that help them study the environment and on the cultivation of positive attitudes towards the environment. An effort is made to raise pupils' awareness of the impact of technology on their lives and on the modern world in general. Much of the work is based on practical activity and classes are sometimes taken out of school for field studies and excursions.

### **Expressive Arts**

Pupils learn about:- art and design; dance; drama; music and presentation and performance across the expressive arts.

In Art, the main areas for development are drawing, painting, printing, collage and three dimensional works. Learning experiences in the use of different techniques and a variety of media are explored at each stage as well as an appreciation of the work of others.

In Dance, both traditional and expressive forms are experienced.

In Drama, various activities covering everything from language, movement and dance to full scale performances are explored. A particular highlight is our school Christmas Show. Pupils are provided with opportunities to develop their skills in role play, mime and speech in individual, group and whole class situations.

In Music, pupils invent, perform and listen to music which develop their vocal and instrumental skills and equip them with basic levels of musical literacy. All children are given opportunities to work with pitched and unpitched percussion and from Primary 5 upwards, there is the opportunity to play brass, woodwind, bagpipes or drums under expert tuition.

## **Eco Schools and Sustainable Education**

All schools in Scotland are encouraged to demonstrate an awareness of and knowledge about ecological issues and sustainable education. Dalintober PS has been awarded two 'Green Flags' to date from Eco-Schools Scotland. These flags have been attained by providing action plans for eco developments across the whole school and the inclusion of sustainable education in curriculum planning and delivery. The school has an after-school Eco Club and two pupil representatives from each class are elected to sit on the Eco-Committee alongside teachers and members of the community. They play an important part in assessing the school's progress and in planning next steps for future learning and teaching projects. Our Eco work is currently being led by two Class Teachers – Mr Angus Scott and Mrs Susan Campbell.

## **Interdisciplinary Learning**

Increasingly, pupils are working on a set of lessons that take the form of Interdisciplinary Learning. This is when some of the experiences and outcomes for two or more curricular areas are explored in depth through a theme, e.g. World War 2 – Language and Literacy, Social Studies and Expressive Arts. Pupils will learn about the theme through cross-curricular activities thus providing more depth and understanding as a result.

Often parents and carers are invited in to school to be involved in the delivery of Interdisciplinary Learning and to see the final outcome of Interdisciplinary Learning tasks – this may be, for example, a performance or presentation.

## **Curriculum Levels**

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

- Early Level – pre-school 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 and 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.

In Dalintober PS, as well as providing opportunities for the development of skills through curricular activities, wider achievement opportunities and outdoor learning experiences, we are currently piloting a skills-based programme called 'Options'. Pupils are given the opportunity to opt in to a particular area of interest from four areas which we know are areas of high interest in our community. The areas are Technologies, Media & The Arts, Health & Fitness and Sustainable Education. This allows pupils to build on their own skills, talents and interests providing scope for personal skills development. There are weekly one-hour sessions, led by teaching staff who have a specific interest in that area alongside parents and members of the local community. We incorporate visits and outdoor activities where possible to make best use of our community resources.

## **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 contexts in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents through various media, including Personal Learning Plans and Portfolios and parents will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

Parents will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comments at any time through their child's homework diary and Personal Learning Plan. Termly Parent Information sheets are sent home to parents informing them of current areas of learning, how they can help at home and to give suggestions/offers of support on any areas of interest.

Pupils set Learning Targets regularly over the school year in their Personal Learning Plans and this is a shared dialogue between school and home. Targets are reviewed with opportunities for pupil, teacher and parent comments. Wider Achievements are also recorded in these plans and pupils are encouraged to update them regularly. All pupils add examples of work they are proud of/photographs to their own personal learning portfolios and these are also shared with parents.

Pupils and parents are encouraged to contribute at any time to the planning and evaluation of activities within Dalintober PS and their views are regularly sought by the Head Teacher and staff.

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

For further information on how the curriculum is delivered at school level please contact the Head Teacher.

For useful information on how the curriculum is delivered at local level please visit [www.argyll-bute.gov.uk/education-and-learning](http://www.argyll-bute.gov.uk/education-and-learning)

For useful information on how the curriculum is delivered at national level please visit [www.educationscotland.gov.uk/thecurriculum](http://www.educationscotland.gov.uk/thecurriculum)

## **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. Many of our enterprise projects are linked to local businesses and organisations, e.g. ACHA, Wind Towers Scotland, Campbeltown Regeneration Project

## **Financial Guidance**

Monetary and budgetary management are a feature of all our Enterprise activities, feature in some Interdisciplinary Learning tasks and within the Mathematics and Numeracy curriculum. We encourage pupils to be aware of financial matters, where possible.

## **Sex Education**

Sex 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 Sex and Relationships is best built on parents and schools working in partnership and assuming shared responsibilities. We aim to keep parents informed about the nature and purpose of the learning programme their children will follow, and to seek parents' views at appropriate times.

Our programme of study for Primary 6 and Primary 7 pupils is based on the television programme 'Living and Growing' and is delivered by Mrs E Glendinning and relevant Health professional personnel. Parents and carers receive a letter before the lessons begin and are offered the opportunity to discuss the content of the programme with us.

Parents and carers have a right to withdraw their children from any aspect of the sex education programme and those wishing to exercise this right are encouraged to visit the school to discuss any concerns.

Various teaching methods and learning activities are used and consideration is given to pupils' needs, age, maturity, values and beliefs. The issue of confidentiality is also taken into account. Any parents 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.

Within Dalintober PS, our policy on Drugs Misuse is as follows:

If an incident occurs involving a pupil and a controlled substance, the following action should be taken:

1. The pupil should be taken to the GP Room and supervised carefully.
2. The Head Teacher will contact parents/guardians and ask them to collect the pupil as soon as possible. The parents should be advised to seek professional medical advice as soon as possible.
3. The Police should be informed immediately by the Head Teacher and asked to attend to give advice.
4. The pupils should be instructed to hand over any drugs to a supervising teacher/adult.
5. The Head Teacher should also inform the education authority as soon as possible and indicate what action has been taken.
6. The staff should be informed that a drug related incident has occurred and that they should be alert (in case the incident is not an isolated one).

The pupils should be reminded of the dangers to his/her own health and that of others and allowed to return to school as soon as practically possible.

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.

If a parent wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

## **ASSESSMENT**

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

A number of approaches are employed including the following:

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

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

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

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

### **Assessment: Tracking, Monitoring and Moderation**

We track and monitor pupil progress in all curricular areas both formatively (informally) and summatively (formally). The assessment gathered allows us to discuss personal learning targets with pupils and identify any areas of concern or where pupils can be challenged. The information is also used to inform parents of progress. In November, February and May of each school session we record progress electronically using SEEMiS so that this information can be kept 'live' and transferred between staff, support staff and to the secondary school.

We regularly meet as a whole-school staff to moderate work – benchmarking expected progress levels at different stages in different areas of the curriculum. This gives us a shared understanding on expected progress and clear pathways of learning.

## REPORTING

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

The end of year written report will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their progress in achievement within the curriculum levels, their achievement in different contexts and settings, their next steps in learning and how parents can help.

Additional to a report in P7 and S3 your child will create a 'profile', which is a statement that publicly recognizes your child's best achievements in school, at home and in the community. Please spend time looking over and discussing the profile with your child.

All pupils of Dalintober PS have a Personal Learning Plan (PLP) and this plan involves the teacher, pupil and parents in planning the pupil's next steps in their learning. The PLP is taken home twice termly (P1 do not have a PLP in the first term), near the beginning and end of each term, and parents and carers are encouraged to comment on their child's progress.

Parents' Nights and/or Open Afternoons are held each term when all parents and carers are invited to visit Class Teachers and see the work of the school. Parents and carers who wish to discuss their children with teachers at other mutually suitable times are welcome to do so.

In addition to the above, the Standards in Scotland's Schools, etc. Act requires schools to produce annual improvement plans and standards and quality reports. These reports must be made available to persons wishing to see them and summaries of both documents are sent to all parents and carers.

An official Progress Record is kept for each child and in it are filed copies of annual reports mentioned above, together with other relevant information.

## **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 Pre-School**

Once your child has been allocated a place in the pre-school 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 pre-school class with your support as necessary until they have fully settled. Each parent/carer will receive a copy of the handbook and there will be a meeting at the beginning of each term with the Pre-5 Manager and staff to discuss policies and general information.

### **Starting Primary One**

Children in Scotland who reach the age of five years between 1<sup>st</sup> March 2014 and 28<sup>th</sup> February 2015 should start school in August 2014. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.

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

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

### **Transfer to Secondary School**

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

The catchment area secondary school for Dalintober Primary School is:

Campbeltown Grammar School

Hutcheon Road, Campbeltown, Argyll, PA28 6JS

Tel: 01586 553773

E-mail: [enquiries@campbeltown.argyll-bute.sch.uk](mailto:enquiries@campbeltown.argyll-bute.sch.uk)

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

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

### **Moving from Stage to Stage**

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

### **Moving Between Schools**

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents are encouraged to organise a visit to the new school (if possible) in advance to support the child 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 Campbeltown Grammar School 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 in 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 cannot leave before 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 will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

## **SUPPORT FOR PUPILS**

### **Support Arrangements for All Pupils**

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

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

### **Identifying and Addressing Additional Support Needs**

In Argyll & Bute, the Getting It Right 'Multi-Agency Staged Intervention' process is used to identify and meet pupils' needs and to manage and review provision.

### **Staged Intervention**

#### Stage 1- All Pupils

Stage 1 describes the everyday business of our schools. Pupils and parents are involved as a matter of course. Assessment of pupil progress and support needs is part of daily classroom processes. Additional or alternative teacher-based approaches meet identified need.

#### Stage 2

Assessment and review is still school-based but may involve networking within the universal services of Education and Health, i.e. Health Service, Psychological Services, etc. A Profile or Single Agency Plan is in place to manage and review both needs and support provided. These are education planning documents managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

#### Stage 3

Where a pupil is experiencing significant delay, disruption or distress in their learning, social development or personal circumstances, a Stage 3 Child's Planning Meeting is held. The meeting may consider the need for a Child's Plan. A Child's Plan is an educational planning tool which plans long term and strategically for a year at a time. A Child's Plan is established by the education authority in cases where education staff work together with colleagues from another agency to provide significant levels of support to a pupil and co-ordination is required.

#### Stage 4

Decision-making and resource allocation may lead to significant additional resources or alternative packages of care/education through extended support for pupils.

## Stage 5

Exceptional resources may be necessary, such as education or care provision outwith Argyll & Bute.

### **Further Information about Additional Support Needs**

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

Children with learning difficulties, disabilities or other additional support needs are given individual help from the Class Teacher in every way possible and in particular through the use of appropriate books, resources and equipment. They may also, at certain times, receive input from the Support Teacher, or an Additional Support Needs Instructor, Special Educational Needs Assistant, Classroom Assistant or Pupil Support Assistant. Support Staff work closely with Class Teachers and are available for consultation meetings with parents and carers at Parents' Nights and at other mutually suitable times.

In some cases, where the difficulties give especial cause for concern, the advice of another professional, e.g. Educational Psychologist, Speech and Language Therapist, is sought, following consultation with the parent/carer. In cases of certain children, regular meetings, attended by the parents and carers and the professionals involved, are held to discuss the child's progress.

In situations where parents/carers and the school feel it would be helpful, experts can be asked to make a full assessment of a child's needs. Parents and carers have the right to be involved in this process at all stages. Such an assessment may lead to a Profile, Single Agency Education Plan or Multi-Agency Child's Plan being drawn up and this record will clearly set out the support the child should and will have and will be reviewed regularly.

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

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

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

Parents 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 education authority and parents 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 Carol Evans, Head of Education, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or [carol.evans@argyll-bute.gov.uk](mailto:carol.evans@argyll-bute.gov.uk)
- ♦ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)  
Parents 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 and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <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' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

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

## SCHOOL IMPROVEMENT

### Main Achievements

Dalintober PS takes pride in its achievements. The achievements of the school over the last twelve months are detailed in the Standards and Quality Report which can be obtained from the School Office on request. It is important to remember that achievement comes in many forms. We are proud of our Improving Standards and of the pupils' Wider Achievements, for example:

- ☆ Our Christmas Show, 'Dalintober Rules The Waves', was very successful and raised funds for the school
- ☆ Our P6 and P7 artistes visited the local hospital and nursing homes to entertain residents
- ☆ A number of pupils competed successfully at the local Music Festival, with one P6 pupil being named Cup Winner
- ☆ Some of our chanter players, pipers, drummers, woodwind players, brass instrumentalists and dancers enjoyed success in various competitions throughout the session
- ☆ Our Chess Club members gained several accolades and successes at school, local and national level competing in various competitions
- ☆ A number of swimmers, footballers, athletes and badminton players competed well and won medals and/or places in competitions and events
- ☆ One of our P4 pupils was placed in several competitions in Highland Dancing, including the European Championships in Londonderry
- ☆ Our football team performed well in two local cup competitions
- ☆ Many of our pupils successfully took part in the Mull of Kintyre Junior Fun Runs
- ☆ Our relay teams participated in the Inter-Primary Relay Race held at Campbeltown Grammar School's Sports Day
- ☆ P6 pupils successfully achieved Cycling Proficiency passes
- ☆ Eight P7 pupils participated in the Rotary Club Quiz cup against local primary schools
- ☆ One P7 pupil earned a Silver Award, and two P7 pupils a Bronze Award, in the Scottish Maths Challenge
- ☆ Several pupils were commended for their Art Work in local competitions – Wind Towers Scotland, Firework Safety, Red Cross
- ☆ Many classes invited parents to 'Interdisciplinary Project' celebrations and final outcomes
- ☆ Theme days, such as 'Pirate Day', 'Victorians Day' and 'Green Day' involved the whole school and wider community
- ☆ Primary 7 organised a Coffee Morning for MacMillan Cancer
- ☆ All classes visited places of interest on school trips and celebrated achievement through 'Extra Golden Time' activities

- ☆ Our school Eco Group and Eco-Committee raised awareness of our projects and raised funds through several activities and events - including 'Green Day', reusable bags and worm fertiliser
- ☆ Our After School Eco Group worked hard to maintain our School Allotment with assistance from Community Garden staff
- ☆ Our Pupil Council was actively involved in designing the town's new play park
- ☆ Several classes worked on community projects with businesses and organisations – including P6 Town Hall Project and P3 Wind Turbine Project
- ☆ Our P7 pupils participated in a weekend residential visit to Castle Toward and attended a transition week at Campbeltown Grammar School
- ☆ The PTA worked closely with the school to raise funds through several projects, including a Sponsored Disco, apron designs and a Coffee Evening
- ☆ We ran two successful Book Fairs and the commission earned enabled us to purchase several texts and resources for the whole school
- ☆ Individuals, classes and the whole school helped raise money for several charities including MacMillan Cancer Support, Water Aid and Oxfam Onesie Day

## Improving Standards

We are committed to improving standards across literacy, numeracy and health and wellbeing and this is documented in our Standards & Quality Report and Improvement Plan. In session 2012-13, we evaluated some of our key focus areas within these three cross-cutting themes:

What was our priority and what did we do?	What has the impact been and how do we know this?	What will we do next?
<p><b><i>Begin to develop assessment procedures within Literacy, Numeracy, Health and Wellbeing and Interdisciplinary tasks.</i></b></p> <ul style="list-style-type: none"> <li>• We developed peer and self -assessment opportunities within these areas</li> <li>• We began to use SEEMiS tracking and monitoring three times a year</li> <li>• We increased formative assessment opportunities in planning and learning/teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand more about their learning progressions and are able to articulate what they are able to do and understand and what their next steps are. We see this through their input to discussions, PLPs and through peer and self-assessment responses</li> </ul>	<ul style="list-style-type: none"> <li>• This will continue to be a focus within our Priority – Curriculum Design</li> <li>• We will continue to explore ways of building relevant and meaningful assessment opportunities in to our planning and record this evidence in a variety of ways</li> </ul>

<ul style="list-style-type: none"> <li>• We recorded formative assessment in a variety of ways – including floor books, photographs and through parent events</li> <li>• We monitored assessment through work sampling, moderation and observations</li> <li>• We used collegiate planning opportunities to look at continuity and progression across levels</li> <li>• We created and issued a leaflet for parents, ‘Reporting and Assessment Explained’, outlining our assessment processes</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members are planning for assessment and are using a variety of evidence to support their professional judgements. They are clear on areas of monitoring and tracking and how these are recorded</li> <li>• Parents understand that formative assessment is a continuous process and can be evidenced in a variety of ways</li> </ul> 	<ul style="list-style-type: none"> <li>• We will look at lines of progression to ensure that previous assessment evidence is built upon in future learning</li> <li>• We will continue to ensure that monitoring and tracking processes record evidence that can be used to inform future learning and teaching and demonstrate good practice</li> </ul>
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What was our priority and what did we do?	What has the impact been and how do we know this?	What will we do next?
<p><b><i>Develop our whole-school reading programme and review our reading policy</i></b></p> <ul style="list-style-type: none"> <li>• A staff working group used collegiate working time to research and discuss current thinking on effective teaching of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are benefitting from our new approaches to reading. They know the emphasis is on reading for understanding and enjoyment and not only reading aloud. They are using Bloom’s taxonomy to</li> </ul>	<ul style="list-style-type: none"> <li>• This will continue to be a focus within our priority – Curriculum Design</li> <li>• We will continue to monitor and evaluate the impact of our new approaches to reading</li> </ul>

<ul style="list-style-type: none"> <li>• The group book-banded our reading resources and supplemented our catalogue of reading materials to include a wider variety of texts and texts that can reinforce phonics across the whole school</li> <li>• The group reviewed our learning and teaching of phonics and spelling to include more active learning and a focus on key words</li> <li>• The group reviewed quality of reading related homework tasks so that pupils are undertaking challenges that focus on a taxonomy of understanding</li> <li>• The group reviewed planning and recording formats so that there was a clear focus on reading skills progression</li> <li>• Reading Initiative assessment results were used to inform teachers of pupils requiring specific support</li> </ul>	<p>develop their critical literacy skills and this is evident in weekly homework challenges and in discussion of texts</p> <ul style="list-style-type: none"> <li>• Book-banding has allowed us to provide a variety of meaningful, relevant texts to our pupils and to focus on skills progression within our planning framework</li> <li>• Focussing on key words and phonics in reading and spelling has meant that pupils are becoming more confident in applying these strategies in other written work</li> <li>• Pupils who require support have access to a wide variety of resources tailored to their specific needs</li> <li>• Staff are clear on lines of progression within reading and the emphasis on understanding of texts and this is evident in their planning</li> <li>• Parents are aware that pupils are expected to demonstrate greater understanding of texts and that key words are relevant to their children and will be used in many different activities</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to work on a progression of skills using Bloom's taxonomy</li> <li>• We will hold Parent Workshops to demonstrate to parents how we teach reading and how this can be best supported at home</li> </ul> 
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What was our priority and what did we do?	What has the impact been and how do we know this?	What will we do next?
<p><b><i>Pilot 'Heinemann Active Maths' programmes across all levels and evaluate its impact</i></b></p> <ul style="list-style-type: none"> <li>• Staff used Heinemann Active Maths materials in the teaching of Mathematics and Numeracy and IDTs, where appropriate, to incorporate meaningful active learning activities within our programmes</li> <li>• Pupils worked in a 'Mixed Maths' group across stages and based on levels as a pilot for two weeks – focussing on active Information Handling</li> <li>• We held a Parent Workshop, which allowed parents to see some of the ways Mathematics and Numeracy is taught in our school and some of the resources that are used</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are active in their exploration of Mathematics and Numeracy concepts and contexts and this is evident in staff planning and pupil activities</li> <li>• Pupils benefitted from 'Mixed Maths' sessions as there was a focus on clear teaching points and making learning suitably challenging and appropriate to the group. Resources and support were deployed more effectively</li> <li>• Parents understand that active maths learning is a key focus in our delivery of Mathematics and Numeracy</li> <li>• Staff, pupil and parent feedback demonstrated that a 'Mixed Maths' approach was deemed successful. Pupils were motivated, staff had a clear focus for planning and assessment and parents felt their children were suitably challenged. This is evident in responses to questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• This will continue to be a focus within our priority – Curriculum Design</li> <li>• We will ensure 'Heinemann Active Maths' resources and materials feature, where appropriate, in our learning and teaching</li> <li>• We will act on feedback to 'Mixed Maths' by piloting it across a full session, measuring attainment and achievement through formative and summative assessment, responses from pupils and parents and professional judgements of staff</li> </ul> <div data-bbox="1034 1249 1422 1541" data-label="Image"> </div>

What was our priority and what did we do?	What has the impact been and how do we know this?	What will we do next?
<p><b><i>Include Health &amp; wellbeing reporting on levels within transition information shared between Pre-5 and P1</i></b></p> <ul style="list-style-type: none"> <li>• Pre-5 and P1 staff liaised and worked together to compile a Health &amp; Wellbeing Observations Record based on Early Level Experiences &amp; Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have been observed within four Health &amp; Wellbeing areas – Active, Choices, Hygiene and General Wellbeing</li> <li>• Pre-5 and P1 staff have used the H&amp;WB Observations Record to share information on pupil development and progress</li> <li>• Parents are aware that Observations Records are used to monitor their children’s development and progress across Health and Wellbeing</li> </ul> <div data-bbox="588 1055 979 1346" data-label="Image"> </div>	<ul style="list-style-type: none"> <li>• We will keep this on our Maintenance Agenda, monitoring and evaluating its impact</li> </ul>

## School Improvement Plan

Dalintober's Improvement Plan 2013-15 details how the Head Teacher and staff plan to work together alongside pupils, parents and other agencies to move the school forward and continue developing its curriculum. There follows a summary of key areas and priorities for this session. The Standards & Quality/Improvement Plan 2013-15 is available in full from the School Office should you wish to peruse it.

Target	Details	Lead Personnel
Evaluate our progress in designing the curriculum under 'A Curriculum for Excellence' to date; evaluate the impact of and amend learning and teaching, planning and assessment procedures across literacy, numeracy, health and well-being and interdisciplinary learning to further reflect the design principles	To become familiar with design principles through research and discussion of key documents. To begin to look at the strategic overview of our curriculum and the learning experiences for our pupils. To redesign our curriculum – literacy, numeracy, health and wellbeing and IDTs – to reflect design principles. To be innovative in our approaches to planning and assessment.	C Armour E Glendinning M Watson All Staff
Continue to explore and implement recommended methods and theories on tracking, monitoring, moderation and self-evaluation processes	To continue to research current thinking on effective tracking and monitoring, moderation and self-evaluation. To continue tracking and monitoring of literacy, numeracy and health and wellbeing and evaluate how we use the collated data. To widen moderation processes beyond literacy. To review our systems of observations so that they become a more holistic, collegiate experience.	C Armour All Staff
Continue to work on engagement of parents and families through family learning opportunities	To continue inviting parents in to the school setting to explore ways in which their children learn through parent workshops, information sharing events and IDT outcome celebrations.	C Armour E Glendinning M Watson All Staff
Continue to plan for and evaluate physical education and activity, including outdoor learning opportunities within Early Level	To review and implement programmes of physical education and activity to focus on a skills-based approach and a knowledge of the effects of physical exercise. To pilot methods of incorporating meaningful outdoor play experiences at Early Level.	M Watson E Campbell M McSporrان M Wilson Pre-5 Staff
Continue to develop recognition of and recording of skills in PLPs and through opportunities for choice	To pilot portfolios as a means of recording skills development. To lead and evaluate sessions for pupils which focus on pupil choice with an emphasis on skills and the nurturing of interests and talents.	E Glendinning J Brown S Campbell A Scott I McIlchere All Staff

## **SCHOOL POLICIES AND PRACTICAL INFORMATION**

### **Snack Provision (Pre-School only)**

There are no charges for the 5 sessions of pre-school education provided each week for eligible children. However, there is a charge of £1.50 per week for a daily healthy snack.

### **School Meals**

It is the authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

At Dalintober PS we encourage healthy eating. We do not allow fizzy or flavoured drinks and ask that pupils bring only plain water to school with them. We appreciate and promote pupils bringing a small, healthy snack for playtimes.

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.

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

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**

Free school meals are available to all pupils whose parents or carers receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit, but not Working Tax Credit, and where their income is less than £15,860 (in 2012/13 as assessed by the Inland Revenue)

- Parents or carers who are receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420
- Support provided under Part VI of the Immigration and Asylum Act 1999.

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

Entitlement to Free School Meals is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see [www.argyll-bute.gov.uk/education-and-learning/free-school-meals](http://www.argyll-bute.gov.uk/education-and-learning/free-school-meals) for more information on Free School Meals.

### **Special Dietary Requirements**

The school menu offers vegetarian options. Special medical diets may be provided on production of a dietary sheet or plan from the doctor or hospital.

### **Health Care**

You can contact your school health staff at: -

Mr John Mathieson  
 Child Health Staff Nurse  
 Campbeltown Health Centre  
 Stewart Road  
 Campbeltown  
 Argyll  
 PA28 6LE

Tel: 01586 555830

### **Administration of Medicines**

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

## **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 guardian.

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 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).

## **Insurance**

The Authority insures against its legal liability for:-

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

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

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

## **Music Services**

Specialist music instructors visit the school to offer tuition in chanter/pipes, drumming, woodwind and brass. Should your child be selected for further tuition you will be contacted by letter regarding costs and arrangements for tuition within school hours.

## **Parental Access to Records**

### *The School Pupil Records (Scotland) Regulations 1990*

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

## **Child Protection**

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

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. 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.

## **Acceptable Use of Personal Internet Enabled Devices**

We do not allow personal internet enabled devices in our school at present. Mobile phones are not to be used within the school building, and should be handed to/collected from the School Office staff each day if brought to school. The only exception to this would be in an emergency with the approval of a member of school staff. The Head Teacher may, at her discretion, allow any member of staff to approve such requests or may nominate a specific person to consider such requests.

## **Transferring Education Data about Pupils**

When a pupil moves to another school within Argyll and Bute, or to another Local Authority which uses the SEEMiS Management Information System, their record will be transferred electronically via SEEMiS. Not all data will be transferred electronically and as such the Pupil Profile Record should be forwarded to the new school for their information. Further details on the data transferred can be obtained from Argyll House. Pupils can be marked as leavers in advance of their leaving date to enable the transfer school to provisionally enrol and plan for these pupils. All pupil transfers are monitored and tracked by Scottish Government School to School department to ensure pupils are not missing in education. It is crucial that the correct leaving details are entered for pupils, i.e. date, reason for leaving and destination. The SEEMiS system allows for the enrolment of pupils transferring from non-SEEMiS schools.

## **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 regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible a text messaging system alerting parents to arrangements will be used if mobile phone numbers have been submitted.

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

## School Terms and Holidays – Academic Session 2014/2015

### COMMUNITY SERVICES: EDUCATION SCHOOL HOLIDAYS AND IN SERVICE DAYS 2014/2015

#### MAKI (South Kintyre)

Campbeltown Grammar  
Dalintober Primary  
Carradale Primary  
Drumlemble Primary  
Castlehill Primary  
Rhunahaorine Primary  
Glenbarr Primary  
St Kieran's Primary  
Gigha Primary  
Southend Primary

<b>TERM 1</b>	
12 and 13 August 2014	In-service days
14 August 2014	Pupils return
09 October 2014	School closes
21 October 2014	School re-opens
20 November 2014	School closes
21 November 2014	In-service day
25 November 2014	School re-opens
19 December 2014	School closes

<b>TERM 2</b>	
05 January 2015	School re-opens
12 February 2015	School closes
19 and 20 February 2015	In-service days
23 February 2015	School re-opens
02 April 2015 Easter Holidays	School closes

<b>TERM 3</b>	
20 April 2015	School re-opens
01 May 2015	School closes
05 May 2015	School re-opens
26 June 2015	School closes

## Useful Links and Contact Details

Education Scotland's Communication Toolkit for engaging with parents –  
<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

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>

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 about school attendance explains parental responsibilities with regard to children's attendance at school –  
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

### 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 and Parent Councils –  
<http://www.educationscotland.gov.uk/parentzone/index.asp>

### School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –  
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

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 how the curriculum is structured and curriculum planning –  
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –  
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –  
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –  
[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase –  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –  
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –  
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –  
<http://www.skillsdevelopmentscotland.co.uk/>

## Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –  
[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## 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.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

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

Choices and Changes provides information about choices made at various stages of learning –

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

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>

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>

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/>

## 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>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

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

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

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

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

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, employers and young people on qualifications –

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

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

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

## School Policies and Practical Information

A list of school policies is available from the School Office, on request.

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>