



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

**Hermitage Primary School
Handbook
Academic Session 2016/2017**



CONTENTS

| | |
|--|-----------|
| General School Information | 4 |
| Contact Details | 4 |
| School Roll and Stages | 4 |
| School Staff | 4 |
| School Day | 5 |
| Visits of Prospective Parents/Carers | 5 |
| School Uniform | 6 |
| School Clothing Grants | 6 |
| Parental Concerns | 7 |
| Pupil Absence Procedures | 7 |
| The Complaints Procedure | 8 |
| Parental Involvement | 9 |
| Becoming Involved in School | 9 |
| Opportunities for Parental Involvement | 9 |
| Parent Councils | 10 |
| School Ethos | 11 |
| School and Community Links | 11 |
| Promoting Positive Behaviour | 11 |
| Celebrating Achievement | 12 |
| Wider-Curricular Activities | 12 |
| Pupil Committees | 13 |
| What Primary One Pupils Think About Their New School | 14 |
| Curriculum for Excellence (CfE) | 15 |
| Language | 15 |
| Mathematics | 15 |
| Social Studies | 16 |
| Expressive Arts | 16 |
| Health & Well Being | 17 |
| Technologies | 17 |
| Learning Technologies and the Internet | 18 |
| Sciences | 18 |
| Curriculum Levels | 19 |
| Skills for Learning, Life and Work | 19 |
| 16+ Learning Choices | 20 |
| The Pupils' and Parents' Voice | 20 |
| The Curriculum at School, Local and National Level | 20 |
| Financial Advice | 21 |
| Sexual Health and Relationships Education | 21 |
| Drugs Education | 21 |
| Religious and Moral Education | 21 |
| Assessment | 23 |
| Reporting | 23 |

| | |
|---|-----------|
| Transitions | 24 |
| Starting Primary One | 24 |
| Transfer to Secondary School | 24 |
| Moving from Stage to Stage | 25 |
| Moving Between Schools | 25 |
| Liaison with Local Schools | 25 |
| Support for Pupils | 25 |
| Support Arrangements for All Pupils | 25 |
| Identifying and Addressing Additional Support Needs | 25 |
| Staged Intervention | 26 |
| Further Information about Additional Support Needs | 27 |
| School Improvement | 30 |
| Main Achievements | 30 |
| Improving Standards | 30 |
| School Improvement Plan | 30 |
| Attendance & Exclusion | 30 |
| School Policies and Practical Information | 31 |
| School Meals | 31 |
| Free School Meals | 31 |
| Special Dietary Requirements | 32 |
| Health Care | 32 |
| Administration of Medicines | 32 |
| Transport | 33 |
| Insurance | 33 |
| Parental Access to Records | 34 |
| Child Protection | 34 |
| Acceptable Use of Personal Internet Enabled Devices | 34 |
| Transferring Educational Data about Pupils | 35 |
| Emergency Closures | 36 |
| School Terms and Holidays – Academic Session 2016/2017 | 37 |
| Useful Links / Contact Details | 38 |

GENERAL SCHOOL INFORMATION

Contact Details

Lorna Jackson
Head Teacher
Hermitage Primary School
East Argyle Street
Helensburgh
G84 8QR
01436 672949

www.hermitageprimaryschool.org

enquiries@hermitage-pri.argyll-bute.sch.uk

School Roll and Stages

Present Roll: 395
Class Stages: Primaries 1 - 7

Non - Denominational Status

School Staff

MANAGEMENT TEAM

| | |
|-------------------|---------------------|
| Mrs Lorna Jackson | Head Teacher |
| Mrs Susan Trotter | Depute Head Teacher |
| Mrs Lynda McMurdo | Principal Teacher |
| Mr Paul Mulvenna | Principal Teacher |

CLASS TEACHERS

| | |
|------------------------------|--------------------------|
| Mrs Alison Hardie | |
| Mrs Fiona Paul | Mrs Carol Brown |
| Miss Louise Grafton | Miss Ailsa Griffiths |
| Miss Gillian Allan | Miss Nicola Thomson |
| Mr Darren Craig | Mr Simon Henry |
| Mrs Lyndsay Carmichael | Mrs Wendy Robinson |
| Mr Diego Osorio | Miss Heather Barclay |
| Miss Laura Johnstone | Mrs Anne Barrie (0.6) |
| Mrs Carol Brown | Miss Karen Eriksen (0.8) |
| Miss Colette Lafferty (ANST) | |

VISITING TEACHERS

Mrs Gillian McGovern advises on Speech and Language matters for children in our school who have Additional Support Needs.

Our allocated Educational Psychologist is Dr Anne Greig.

OTHER SCHOOL STAFF

| | |
|------------------------------|---|
| Janitor | Mr Brian Tracey |
| Catering Supervisor | Mrs Heather Brown |
| Cleaning Supervisor | Mr Robert Campbell |
| Clerical Assistants | Mrs Lisa Paterson, Mrs Andrea Butler, Mrs Lauren Watson-Kidder |
| Classroom/Support Assistants | Mrs Ruth Hanks, Mrs Alison MacFarlane Mrs Lorna Arroll, Mrs Madeline Johnston, Mrs Lorna Potter, Mrs Teresa McNaught, Mrs Arlene McNeillage, Mr Colin Redstone |

School Day

| | | |
|-------------------|---|--------------------|
| School Commences | - | 9.00 a.m. |
| Interval (P1-P7) | - | 10.30 – 10.45 a.m. |
| Lunch | - | 12.15 – 1.00 p.m. |
| Dismissal (P1-P7) | - | 3.00 p.m. |

Details of school holidays can be found on page 37.

Visits of Prospective Parents/Carers

Parents and carers who are considering seeking a place in the school are invited to visit the school. It would be appreciated if such parents and carers would telephone the school (01436 672949) and arrange a suitable appointment time. Although you may be making a placing request for Hermitage you must enrol your child at your zoned school and request a placing request form which you would then complete as indicated on the form.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

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

School Uniform

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

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

BOYS: mid grey trousers, white shirt & school tie, white polo shirt, red sweatshirt, plain black shoes.

GIRLS: mid grey skirt/trouser, black tights/white socks, white shirt & tie, white polo shirt, red sweatshirt/cardigan, red checked summer dress, plain black shoes.

Parents wishing to purchase sweatshirts and polo shirts with a school badge embroidered onto them will find them online at www.pbparentsonline.co.uk/hermitageprimary

PE KIT:

T-shirt and gym shoes in a bag with pupil's name.

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

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

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

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

School Clothing Grants

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 of £50 per child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance

- Working Tax Credit, but not Child Tax Credit, where household income is less than £16,105
- Council Tax Rebate (25% for single occupancy is not included)
- Housing Benefit
- Child Tax Credit and/or Working Tax Credit, where household income is less than £6,420

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 for more information on School Clothing Grants.

Parental Concerns

Should you have a concern which you would wish to discuss with your child's class teacher please contact the school to make an appointment.

Promoted staff also have a pastoral responsibility for different year groups. Primaries 1 & primary 2 Mrs McMurdo, Primaries 3, 4 & 5 (Mrs Trotter) and Primaries 6 & 7 (Mr Mulvenna) and because they are timetabled to work with the classes at these stages they develop a good knowledge of the children. Anyone who wishes to discuss any concerns or confidential matters with the Head Teacher should contact the school office to arrange an appointment.

Pupil Absence Procedures

If your child is absent you should call the school office before 9.30 to report this absence and provide details of expected length of absence. On your child's return to school an absence note should be provided for the class teacher. Any parent who has not reported their child's absence will receive a text message asking them to call the school office. Phone calls may also be made to your home to establish the whereabouts of your child to ensure your child is safe.

School Attendance

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

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

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

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

Planned Absence

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

Contact Details

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

The Complaints Procedure

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

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

PARENTAL INVOLVEMENT

On three occasions during the school year November, March and June, parents and carers have an opportunity to discuss pupils' work and progress with the class teacher at parent/teacher interviews. Alternative arrangements may be made for those unable to attend on these occasions.

Each year in August the school supplies parents with an annual planner which outlines the main school events, holidays, some year group events, church services and in-service days. This planner is the ideal size for displaying on kitchen cupboards or fridges and extra dates can be added throughout the year. In addition there are regular newsletters, trip letters and requests for help with topics, trips, activities etc. There are many opportunities to visit the school and become involved in your child's learning. We enjoy working with parents to help their child succeed it is this partnership that drives the most successful outcomes.

Becoming Involved in School

In September we offer parents the opportunity to come into school for an evening to meet the class teachers, receive information on the homework which will be set and to discover the plans for special events and outings for the year. Aspects of the curriculum are also discussed.

Each year group have their own diary which also incorporates the children's personal targets in the yellow section of the diary. Comments are invited from parents. This diary is a very useful communication tool strengthening the partnership between home and school.

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

Opportunities for Parental Involvement

During the school day:

- Helping in the infant department activity sessions
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Supporting gardening
- Class reps liaising with class teachers regarding helpers required at various times in the year

Out with the school day:

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

Parent Councils

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.

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

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

You can find out more about your Parent Council by contacting the Head Teacher or by visiting the website at www.hermitageprimarypc.co.uk

SCHOOL ETHOS

Hermitage Primary is a school which promotes mutual respect, where teamwork enables you to face new challenges together, where staff and pupils can achieve their full potential in a supportive, stimulating and creative environment that celebrates diversity and has excellent channels of communication with parents and the wider community.

As we strive to achieve this vision all members of the Hermitage Primary School community:

- Will be honest at all times
- Show responsibility in looking after our school and everyone's property
- Demonstrate consideration, compassion and respect towards each other
- Focus on developing our skills and knowledge to be the best that we can be

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

Our school welcomes and encourages diversity and individuality, while emphasising 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.

School and Community Links

The school plays an important part in the life of the local community. Good links are maintained with local pre-5 groups, the local secondary school and other primaries in the area. Through the school chaplains, close contact is made with the local churches and the elderly. Many local businesses support our events and our diaries.

Promoting Positive Behaviour

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

Appropriate behaviour for pupils and the Golden Rules are discussed at the start of the session at Assembly and by individual class teachers. These are further discussed at future assemblies and within class discussions. Positive behaviour strategies are in operation in all classes and all classes operate "Circle Time Golden Rules". Pupils are encouraged to be thoughtful and respectful towards others in the school community.

Our school rules are as follows:-

- We listen
- We work hard
- We look after property
- We are kind and helpful
- We are gentle
- We are honest

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 e.g. a smiley face or sticker. The children work towards certificates in ICT, Athletics and Health.

The whole school celebrates achievement at our monthly achievement assemblies, at our termly House meetings and by reporting success on SAL, in our local press and on our website.

Wider-Curricular Activities

The school offers a wide range of extra-curricular activities which take place after the normal school day or on occasion at lunch time. In 2015-16 the following activities were offered by staff:

| ACTIVITY | STAGE | DAY |
|----------------------------|--------------|------------|
| Streetcheer | P5/6 | Monday |
| Homework | P4-7 | Monday |
| Netball Fun Fives | P3 | Monday |
| Nature | P1 | Monday |
| Football | P6/7 | Monday |
| Film Animation | P3 & P6 | Monday |
| Junior Fashion & Jewellery | P3/4 | Monday |
| Makaton Sign Language | P4/5 | Monday |
| Upcycling Art | P5/6 | Tuesday |
| Construction | P2 | Tuesday |
| Football | P4/5 | Tuesday |
| Choir | P4-7 | Tuesday |
| Gardening | P5 | Tuesday |
| Badminton | P6/7 | Tuesday |
| Drama | P3 | Wednesday |
| Faith Forum | P6/7 | Thursday |
| Cross Country | P6/7 | Thursday |

Pupil Committees

Being in the Eco Committee is a big responsibility. It involves spending some of your own time fundraising and promoting the school, but is well worth it. Some of our duties as eco representatives include

- Attending coffee mornings to promote being eco
- Helping with Movie Nights and other big fundraisers
- Interviewing new members
- Representing the infant stages

Though we do have to give up some of our own time, such as weekends, evenings, etc, there are opportunities we would not often find elsewhere, Such as

- Meeting new people
- Helping the school
- Interacting with younger children
- Running for chairperson/vice chairperson (P7s only)

All representatives have been interviewed by P7s, then voted in by their stage, in a democratic way.

All reps help the school achieve its green flag, by promoting eco within the school and expressing their creativity by giving ideas for fundraising events in the monthly meetings at lunchtime. Primary seven reps get special privileges such as being able to run for chairperson or vice chairperson of the Eco Committee, interviewing potential reps and chairing meetings.

Being in the eco committee is not just a huge responsibility but an opportunity to develop skills such as leadership. It is also a chance to help the school develop and make changes that have a positive impact on the wider environment.

Eco Committee

Being a house captain comes with lots of opportunities, responsibilities and many surprises along the way. There are four houses called Earth, Saturn, Mars and Jupiter. We also have vice captains from primary six to support our decision making.

Every pupil in the school is allocated a house and we compete at a range of events to win the overall trophy at the end of the year. The finale event is Sports Day which can be very exciting.

On a daily basis, pupils earn points through class golden time charts and by representing the school at outside events such as netball or choir. We collect house points on Friday and they are counted and put on the house board on Monday.

We have developed lots of skills for life such as being organised, responsible and confident.

House Captains

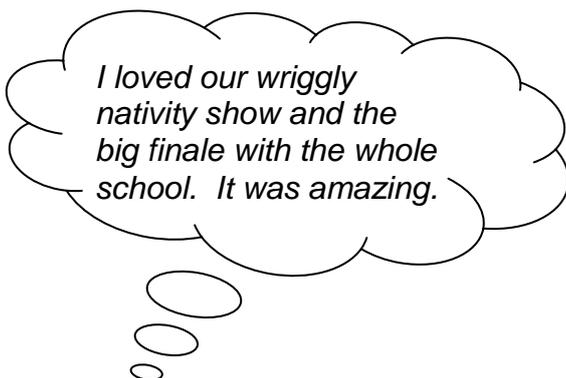
The role of the Hermitage Primary School Pupil Council is to raise money for charity and to represent the views of the pupils to the Head Teacher.

The democratically elected members are from Primary Four to Primary Seven and attend a meeting every month. The Primary Sevens have their own specific roles. The roles are Chair Person, Treasurer and Secretary and these roles are shared between two Primary Seven members. The Secretary takes the minutes and Chair person is in charge of the meeting. The Treasurer takes care of the money and researches what the price of events should be. Primary Four to Primary Six members are representatives for their classes and report back to their class about what we have discussed in the last meeting. They also ask for their class's opinion on certain things.

When we first got elected we were all overjoyed but we knew the responsibilities that would come with it! We organise the fundraising events that are to raise money for the selected local, national and global charities. All school pupils vote to select the nominated charities.

We really enjoy our roles on the Pupil Council and feel that we have been given a great opportunity to develop our leadership and organisational skills for the future.

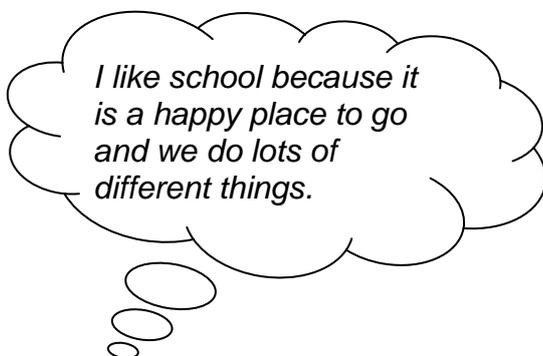
What Primary One Pupils Think About Their New School



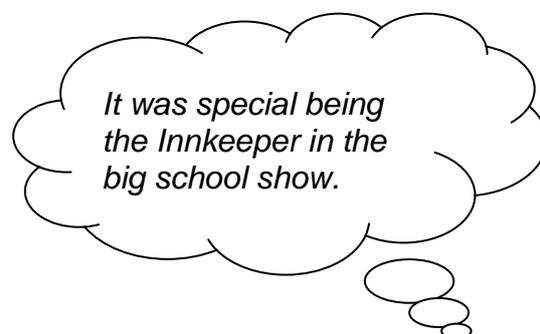
Lilly 1a



Eva 1b



Theo 1a



George 1b

CURRICULUM FOR EXCELLENCE (CfE)

Throughout Hermitage Primary School teachers plan pupil experiences using long term plans and daily planners. Their long term plans are developed in the eight areas of ACfE and acknowledge the outcomes to be covered. This is followed by daily plans which identify the teaching and learning for each day. The eight areas include: Mathematics and Numeracy, Literacy and Language, Health and Well-being, Expressive Arts, Technologies, Science, Social Studies and RME.

Children at Hermitage Primary School experience a range of teaching and learning styles which include class lessons, group work and individual work. They also engage in active learning in the classroom, in the playground, in the local area and at a variety of venues such as the Science Centre, Amazonia etc. It is often a balance of active and passive learning that will produce the most successful children. Hermitage Primary staff have always encouraged links between curricular areas where appropriate and we now have three interdisciplinary topics at each stage every year.

Language

The development and progression of the communication skills, reading, writing, listening and speaking are central to every child's education. These skills permeate the entire curriculum and are used regularly throughout the school day and beyond. We are fortunate that we have available a wide and exciting range of resource materials. These enable us to provide a stimulating and structured approach, which is appropriate to our pupils and the world in which they live. In the early stages, pre-reading and reading skills are taught through Jolly Phonics and our core reading scheme Oxford Reading Tree supplemented by Oxford Literacy Web which gives consolidation reading and extension reading. We introduce Accelerated Reader, a reading scheme designed to motivate pupils to read for pleasure, to Primary Four pupils and it is proving to be very successful. Primary Five, Six and Seven pupils can continue with the scheme if they choose to. We also have a team of Scotland Reads Tutors who support reading with individual children in primaries 5-7.

Teaching of writing comes from a variety of sources; Big Writing, Literacy World, topic work, science, RME. Children write on average one piece of extended writing each week which may take the form of personal, imaginative or functional writing. Feedback is provided to support the development of writing and children use VCOP (vocabulary, connectives, openers and punctuation) to help support their development in writing. Children also practice punctuation and grammar through a variety of written and active tasks. Spelling is taught as phonics in primaries one and two and more formal spelling and spelling rules are taught from primary three. Children also learn topic and useful words in addition to the rules.

Listening and talking skills are taught and assessed from primary one. This includes formal individual talks, group discussions, listening actively in a group and for information.

Mathematics

Opportunities are provided by teachers to use mathematical skills in a variety of curricular areas as appropriate.

In mathematics, pupils will have access to a variety of texts which will include Heinemann, Teejay and Primary Mathematics schemes developed by the Scottish Primary Mathematics Group. There is also a variety of challenging mental maths materials available at all stages. Teachers have identified suitable materials for more able pupils. Many software programmes are used to enhance problem solving, aid the teaching of new concepts and practise new skills. This includes Mathletics, a motivational maths programme which is internet based. Pupils in Primary Six this year can elect to continue with this. Many Primary Seven pupils enter the Scottish Problem Solving Challenge and win awards.

Social Studies

This term is used to describe the studies children undertake when they explore and discover the world about them, past and present.

Several areas of study may be undertaken at one time through the development of a theme, topic or project. Topics for the year can be found in the stage homework policy.

Where possible opportunities are taken to study the environment around the school, in the town and the wider locality. Visits are made to museums and places of interest in connection with the pupils' work. Staff and pupils are encouraged to take part in outdoor activities when appropriate and relevant. Particularly with older pupils independent extension of classroom learning is encouraged as a relevant part of homework e.g. research at local library, prepare a report.

We hope you would see this as an opportunity to work with your child and support home school links in a profitable way for him/her. Work in this area of the curriculum will often form part of an interdisciplinary topic including many other areas of the curriculum as appropriate. The children study three interdisciplinary topics each year.

Expressive Arts

The Expressive Arts include music making and appreciation, drama, art and art appreciation, craft and dance. Through these subjects we give pupils the opportunity to develop physical skills and techniques and develop an appreciation and understanding to the aesthetic areas of life. We aim to offer opportunities for pupils to express their personal feelings and learn life skills, which will support their emotional and cultural life through school and beyond.

Where staffing flexibility allows we are sometimes able to employ specialist teachers e.g. music, drama to complement the skills of existing staff. Programmes are often implemented which incorporate more than one aspect of expressive arts allowing teaching and learning to flow seamlessly between curricular areas.

Every two years all pupils are offered the opportunity to take part in a school show. Performance skills are offered to the children every year.

Health & Well Being

Health and Wellbeing is embedded in all pupil experiences at Hermitage Primary School. It is planned and delivered through the six organisers as set out in Curriculum for Excellence. These are mental, emotional, social and physical wellbeing: planning for choices and change: physical activity and sport; food and health; substance misuse; relationships, sexual health and parenthood. Some aspects of Health and Wellbeing overlap with our science programme and this is recognised in our interdisciplinary planning.

Pupils, staff and parents are encouraged to consider their lifestyles and to develop the ability to make informed choices. We enjoy visits from nurses, paramedics, police officers, doctors and appreciate business connections with supermarkets and health providers in the community.

The whole school community take part in our annual health week in February and again the local community are very supportive of our health events and are often partners in our lesson.

Pupils take part in two quality hours of physical activity each week which focus on games, gymnastics, athletics and fitness. The pupils also participate in a weekly sports afternoon from August – November each year.

Jewellery, watches, belts with metal buckles etc may cause injury to the wearer or others taking part in sport and they must therefore be removed. Jewellery worn as a result of body piercing must be such that removal is possible and easily undertaken. It is absolutely essential that pupils comply with this instruction to avoid unnecessary injury, or cause injury to others.

We have introduced a Health and Wellbeing accreditation scheme for pupils at Hermitage Primary School. This recognises progress in pupil experiences in all aspects of Health and Wellbeing.

Technologies

Technology is an important aspect of the curriculum at Hermitage Primary. It has three parts ICT which is computing and skills associated with computers. The second element is design and construction which involves pupils in the design process. The third element is food technology. All children have opportunities to learn about food and its health benefits. In addition all children learn to prepare healthy snacks. Both elements are thoroughly covered at all stages and much enjoyed by the children as they provide opportunities to problem solve and think critically in a practical setting. We currently have two desktop computers and a Smartboard in each class and two sets of sixteen laptops which can be used in class or the technology room. Technology also includes the use of a variety of devices such as digital/video cameras, Qwizdom handsets, Beebots, Roamers, electronic books, I-pads etc. Children regularly have the opportunity to use these devices.

Classes are time tabled to use the laptops for the development of core skills in computing. Further time is then spent using these skills in other curricular areas e.g. typing a story

written in language or preparing a report in an environmental studies topic, inserting information into a database or creating a spreadsheet in maths. ICT is an embedded subject within Hermitage Primary. Children work towards Bronze level by primary three, silver level by primary five and gold level by primary seven.

On enrolment in school parents and carers are asked to sign our Internet Access Permission form for their child. Argyll and Bute Council have safeguards in place to ensure no misuse of the internet.

All classes take part in a planned technology topic each session which builds pupils skills in design. This culminates in a technology challenge in P7 to which parents are invited.

Learning Technologies and the Internet

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

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

- improved subject learning across a wide range of curriculum areas as well as independent study and cross-curricular project work;
- improved motivation and attitudes to learning
- development of independent learning and research skills;
- improved vocational training;
- development of network literacy (i.e. the capacity to use electronic networks to access resources, create resources and communicate with others);
- social development.

Increasingly young learners will be assessed on their progress through blogs, videos and other internet based products. Learners consolidate and deepen their learning when they have to produce a product to help them process their learning and to communicate it to others. These skills will be premium life and work skills.

Sciences

Science at Hermitage Primary School is planned and delivered by active and investigative activities in all of the following areas: planet earth: forces, electricity and waves, biological systems; materials and topical science (stories/ debates in the news etc Work in this area of the curriculum will often form part of an interdisciplinary topic as explained within social studies.

We use the local environment e.g. Hermitage Park, National Park Rangers and science centres to enhance experiences for pupils. e.g. Dynamic Earth, Amazonia, Glasgow Science Centre.

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

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

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

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

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

Skills for Learning, Life and Work

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Curriculum for Excellence provides this opportunity. It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

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

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

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

16+ Learning Choices

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

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

The Pupils' and Parents' Voice

Children are provided with very regular opportunities to be part of their own learning in Hermitage Primary School. Every Friday the children enjoy fifty minutes of "Me Time" with their class teacher during which they discuss their week, what they would like to improve and complete a yellow page in their planner identifying progress and next steps.

In addition, children often choose how they would like to learn or how they would like to present their findings following research. Children are also given a voice prior to a topic to discuss with their class teacher what they already know and what they would like to learn. Floorbooks are used to good effect in primaries one to three to provide the children at these stages with a tool to record their learning or identify what they would like to learn.

Parents are also provided with regular opportunities to discuss and comment on their child's learning through meetings and the personal planner.

Each class has a curriculum plan on the wall which outlines learning covered and to be covered each term.

The Curriculum at School, Local and National Level

Information regarding the curriculum which is relevant to your child can be found in your child's planner, targets, progress and next steps across curricular areas are included. This can also be found on the classroom wall and on the posters displayed throughout the

school which visually explain Curriculum for Excellence. A copy of this poster is also in the pupil planner.

For information at a national level this can be found on the Education Scotland Website.

Financial Advice

Throughout the children's seven years at Hermitage Primary the children will experience a number of learning opportunities regarding money. The children will learn about coins and notes through active play and problem solving activities. They are offered opportunities to engage in enterprising activities to make money and manage budgets within technology topics. The children in primaries six and seven enjoy lessons which consider budgeting, understanding loans and debt management. In maths the children learn to use money in the four concepts of addition, subtraction, multiplication and division. They also use money in percentages in relation to sales prices and bargains.

Primary seven pupils organise a weekly healthy tuck shop. They ensure that they do not make a loss and try to ensure that they make a small profit over the year which they give to charity.

Sexual Health and Relationships Education

Pupils in the senior department receive a programme of lessons, which is supported by a talk and a video from the school health team. At primary six the topic is puberty and at primary seven a further talk on human reproduction is delivered. Parents and carers are offered the opportunity to view the video and meet the school health team before it is seen by their child. Parents and carers are reminded that they have the right to withdraw their child from this programme of sex education.

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

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

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

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

Drugs Education

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools,

this school has in place procedures for dealing safely and effectively with drug-related incidents.

Drug Education in Hermitage Primary School is covered within the Health and wellbeing organiser – Substance Misuse as part of the curriculum.

At early and first levels, pupils are taught about the safety and risks around medicines. The Interdisciplinary Learning (IDL) topic at P3 consolidates this theme within the context of 'The Hospital'.

At early second level our pupils learn about the risks of smoking and alcohol abuse to their physical and mental wellbeing.

To consolidate our drug education programme, pupils at end of second level and early third are given the opportunity to participate in the 'Smoke Free Me' programme and also 'Choices For Life' which is now available online using Glow network.

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

Religious and Moral Education

Religious and Moral Education plays a very important part in each child's personal development. It explores the relationships, which the child builds up, his attitude to other people, to right, wrong, justice, fairness and concern for others. Each child is encouraged to develop an understanding of what religion means, both to himself and to other people around the world. The children are encouraged to express their own feelings and to listen, with respect, to alternative viewpoints.

We currently have a programme for religious education which has been developed in four areas of stories with meaning, celebrations, special people and places of worship.

Our school chaplains, are involved with our regular programme of school assemblies. Church services to which parents and carers are warmly invited are held at the end of each term. Whole school assemblies are held weekly. Once a month we hold an achievement assembly and children are encouraged to share their successes. These achievements are recorded in the stage achievement book. Each stage also prepares an assembly each session and they invite their parents to share in this assembly.

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

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

ASSESSMENT

Pupils' work is closely monitored by class teachers and assessment is carried out using a variety of methods. Hermitage Primary employ the Assessment is for Learning strategies (AIFL) in all curricular areas. The children set their own targets each term in their personal planners and record their progress in a variety of curricular areas on a regular basis in discussion with their class teachers. These planners go home every day. Learning intentions are shared with the children allowing them to evaluate their own progress. Children have a variety of strategies to use to indicate how they feel about their progress and understanding in each lesson. These include correction of pupils' work, peer assessment, self assessment, discussion with pupils about their progress, informal Class Tests and Standardised Tests.

Individual pupil progress is reported to parents and carers through parent-teacher interviews and assessment materials will be available with the pupil's work on these occasions. Teachers will use a variety of approaches, a range of evidence and ensure that assessments are fit for purpose. Pupils' own learning plans will also contain targets and evidence of success. We continually assess the children on a daily basis and will assess more formally periodically. Three times in the year staff, parents and pupils report on progress in the pupil planner prior to parents appointments. Parents and carers who wish to discuss their child's progress at other times may do so by making an appointment to see the class teacher.

Hermitage Primary School places a great deal of importance in ensuring that our pupils enjoy school, work hard and achieve the very best standards possible across all curricular areas. Staff keep detailed records which outline children's progress in mathematics and numeracy, literacy and language, ICT and health and well-being. In ICT and health and well-being. In mathematics and language staff note pupils' progress through Curriculum for Excellence (CfE) levels in annual reports and within pupil's personal planners.

REPORTING

This session Hermitage Primary School have developed a new system to provide parents with information on their child's progress. It includes the following:

- Parent meetings in November and March
- An open afternoon in June to view their child's work with them
- Reports by staff, parents and pupils three times annually in the pupil planner
- Weekly comments by pupils, parents and staff on the blue section of the pupil planner
- Regular completion of the yellow section of the pupil planner outlining targets and progress

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 Primary One

Children in Scotland who reach the age of five years between 1st March 2016 and 28th February 2017 should start school in August 2016. 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 Hermitage Primary School is:

Hermitage Academy
Cardross Road
Helensburgh
G84 7LA
01436 672145
www.hermitageacademy.argyll-bute.sch.uk

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

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher or 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/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

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

Liaison with Local Schools

Our school maintains close links with Hermitage Academy and other primary schools within the local area.

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.

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. Getting it right for every child (GIRFEC) and young person is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

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

to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

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

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

Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the Education Scotland website are as follows:

What is staged intervention?

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

Argyll and Bute Staged Intervention: The Stages at a Glance

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

Stage 1 – In-class or in-group.

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

Stage 2 –Targeted intervention.

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

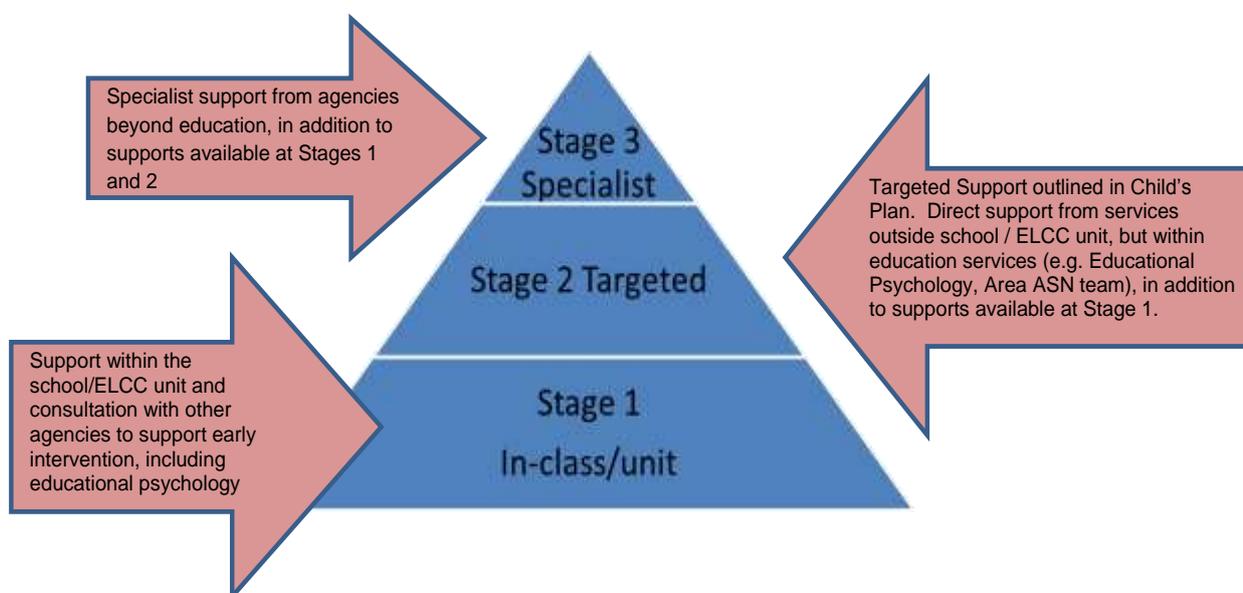
A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan.

Stage 3 – Specialist input.

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

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

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



Further Information about Additional Support Needs

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

Through our staged support system we include specific approaches implemented by the class teacher, advice and guidance from support teachers, support within a small group or individual assessment and intervention. Any support will be reviewed and monitored on a regular basis to ensure it is appropriate and effective. Three times annually staff meet with the Head Teacher to discuss each pupil in terms of academic and social progress, medical needs, pastoral issues and the level of support required if any.

Through all stages of assessment, identification of needs, planning and review, parents and carers will be fully involved and informed in all aspects of the process. In line with the principles of Getting it Right for Every Child, the views of children and young people will be carefully considered.

Most children who have additional support needs will have these needs planned for by the school through a profile of their needs or a support plan and we are now using GIRFEC planning. In both cases, these documents should be available to parents and there should be ongoing opportunities for parents to comment on and contribute to their development.

Miss Colette Lafferty is our visiting member of the Area Network Support Service.

Pupils may work in small groups or as individuals. Support is usually provided within the class. Liaison with the child's class teacher is vital and this is timetabled into the programme. Help is also available from our visiting educational psychologist in diagnosing and providing resources for pupils with additional support needs.

More able pupils require extra materials to broaden and extend their knowledge as well as challenge them intellectually. Staff are skilled in providing children with differentiated activities as and when required.

Children who have English as an additional language do on occasions require extra support and this also comes from the Area Network Support Team. A number of children at some time in their school career find that they have difficulty in an area of the curriculum and this can be addressed by appropriate support materials and/or assistance from the Area Network Support Teacher and Educational Psychologist to diagnose and advise on appropriate support. Materials for their use are held in school and augmented annually. This school values partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

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

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

Parents/carers and young people have the right to:

- ♦ Independent Mediation Services
This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.
- ♦ Independent Advocacy
Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's

Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to enquiries@sclc.org.uk.

- ◆ Free Dispute Resolution
Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Ann Marie Knowles, Head of Education, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or anmarie.knowles@argyll-bute.gov.uk
- ◆ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)
Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

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

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

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

The main achievements are contained within the school improvement plan which can be found on the school website hermitageprimaryschool.org. The improvement plan is within the Our School section and the information regarding achievements can be found in the Interim Summary of Progress.

Improving Standards

Improvements in Literacy, Numeracy and Health and Well Being are all contained within the school improvement plan which is located on the school website hermitageprimaryschool.org. The improvement plan is held in the Our School section and the section entitled Interim Summary of Progress will provide details.

School Improvement Plan

Details on the school improvement plan can be found on the school website hermitageprimaryschool.org in the Our School section.

Hermitage Primary staff always strive to provide the very best possible education for all pupils in our care. We constantly reflect, review and amend our practice in all areas of school life from communication to events organisation and learning and teaching. We produce an annual summary of improvement which can be found on the school website in the school section. In addition we create a two year improvement plan which incorporates our quality and standards report outlining our self evaluation and progress. This can also be found on the school website again in the school section.

Our most recent HMIE inspection document outlined a number of areas of very good and excellent practice and can be viewed on the school website.

A copy of our full Improvement Plan can be found on our website and this plan includes a standards and quality section which outlines our progress.

Attendance and Exclusion

For the last 5 years our absence statistics have remained in excess of 95% and exclusions are a very rare occurrence with less than 1%.

SCHOOL POLICIES AND PRACTICAL INFORMATION

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. In addition, as part of Scottish Government legislation that came into force in January 2015 **free school meals are available to all pupils in P1-P3**. Please see below for details of free school meals for pupils from P4 and beyond.

At Hermitage Primary School we encourage healthy eating. Our school tuck shop has healthy options such as toast, cereal, milk & fruit which are sold at reasonable prices.

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

As above, free school meals are available to all pupils in P1-P3. However, free school meals are also available to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, where household income is less than £16,105
- Child Tax Credit and Working Tax Credit, where income is less than £6,420
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit

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 for pupils from P4 and beyond 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 for more information on Free School Meals.

Special Dietary Requirements

If your child has specific dietary requirements due to religious or medical needs then please call the school office to arrange an appointment to discuss your child's needs.

Health Care

You can contact your school health staff at: -

School Nurse Team
Jeanie Deans Centre
93 East Clyde Street
Helensburgh
G84 7BU

Telephone: 01436 655012

Administration of Medicines

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

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

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

Transport

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

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

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

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

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

Exceptional Requests

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

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

Exceptional transport requests can be made when:-

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

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

Insurance

The Authority insures against its legal liability for:-

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

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

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

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

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

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 for more information on child protection.

Acceptable Use of Personal Internet Enabled Devices

Concern has grown over mobile phones misuse including text bullying, filming violent incidents, downloading inappropriate material and harassment. There is a broad consensus that this needs to be tackled in schools with Scottish Government and local authority support. It is timely to introduce a culture of appropriate and responsible use.

Imposing an outright ban on bringing mobile phones into schools would not be appropriate. The authority acknowledges that mobile phones have a part to play in securing pupils' personal safety before and after school and on journeys to and from school. Moreover, a ban would be difficult to enforce and would not be consistent with the aim of developing a culture of responsible mobile phone use by pupils.

However, mobile phones present a number of problems:

They are valuable items that may be stolen;
Their use can render pupils subject to potential bullying;
Even when in silent mode texts can undermine classroom discipline;
Mobile phones with integrated cameras could lead to child protection and data protection issues with regard to inappropriate capture, use or distribution of images.

While accepting the value of mobile phone technology, it is essential that pupil use of mobile phones does not impede teaching, learning and good order in classrooms. For this reason the following guidance will be incorporated into school policies on the use of mobile phones in schools.

Mobile phones are not to be used within the school building, i.e., they are to be switched off as soon as the pupil enters the school building and may only be switched on when leaving. This means that pupils can only use mobile phones outside the school at break and lunchtimes. The only exception to this would be in an emergency with the approval of a member of school staff. Head teachers may, at their discretion, allow any member of staff to approve such requests or may nominate a specific person to consider such requests.

Inappropriate use of a mobile phone in school will result in the phone being confiscated until the end of the school day when the pupil may retrieve it from the school office. If another offence is committed by the same pupil then the phone will be confiscated and only returned to that pupil's parent or guardian in person.

Continued inappropriate use may result in parents/ guardians being informed that their son or daughter will no longer be permitted to take a phone to school for a specific period to be determined by the Head teacher.

Emergency contact to and from parents/guardians must always be made through the school office.

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. You can also keep up to date with the latest information by calling 01546 604060.

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

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

School Terms and Holidays – Academic Session 2016/2017

| TERM | BREAK | DATES OF ATTENDANCE | | |
|--------|-----------|---------------------|--|-----------------|
| First | | | 15 & 16 August 2016 Teachers' In-service Days | |
| | | Open | 17 August 2016 Pupils Return | |
| | | Close | 23 September 2016 | |
| | | Open | 27 September 2016 | |
| | October | Close | 14 October 2016 | |
| | | Open | 24 October 2016 | |
| | | Close | 10 November 2016 | |
| | | | 11 November 2016 Teachers' In-service Day | |
| | | Open | 14 November 2016 | |
| | Christmas | Close | 23 December 2016 | |
| | Second | | Open | 9 January 2017 |
| | | | Close | 9 February 2017 |
| | | | 10 February 2017 Teachers' In-service Day | |
| Open | | | 20 February 2017 | |
| Spring | | Close | 31 March 2017 | |
| Third | May | Open | 18 April 2017 | |
| | | Close | 28 April 2017 | |
| | | | 2 May 2017 Teachers' In-service Day | |
| | | Open | 3 May 2017 | |
| | | Close | 25 May 2017 | |
| | | Open | 30 May 2017 | |
| | | Close | 30 June 2017 | |

Please note that school closes at 3pm on the dates shown as closed above.

Useful Links and Contact Details

Education Scotland's Communication Toolkit for engaging with parents/carers – <http://www.educationscotland.gov.uk/learningandteaching/partnerships/engagingparents/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/carers about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils – <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

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.employabilityinscotland.com/policy-and-partnership/youth-employment/opportunities-for-all/>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/>

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

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –
http://www.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

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

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/parentzone/learningathome/supportinghwb/choicesandchanges/about.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/learningandteaching/thecurriculum/whatcanlearnersexpect/support.asp>

<http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatisupport/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/carers, employers and young people on qualifications –

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

Amazing Things - information about youth awards in Scotland –

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

Information on how to access statistics relating to School Education –

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

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>