

Beauly Primary School



**Handbook
2017/2018**



**Beauly Primary School
Croyard Road
Beauly
IV4 7DJ**

Tel: 01463 782576

Email: beauly.primary@highland.gov.uk

Website & Blog: www.beaulyprimary.co.uk

Head Teacher: Mrs Tracey Fraser-Lee



Dear Parents/Carers

May I take this opportunity to welcome you and your child to Beaulieu Primary School. Starting school life will be an exciting time for your child. New pupils soon settle down to the activities and work of the school. Please do not hesitate to come and discuss any queries you may have. Staff are sympathetic and will gladly assist you if any minor settling in difficulties arise.

Beaulieu Primary School welcomes parental input and we believe that this is a crucial component of school and pupil development. Parents/carers are encouraged to discuss with staff how we can best help your child to extend their learning potential; whether this is through individual approaches or changes that may impact on a year group, or even the whole school. It is important that together we continue to strive for excellence and ensure all our pupils benefit from a broad range of stimulating and challenging educational opportunities.

The Beaulieu Primary School Handbook explains key aspects of the delivered curriculum and contains important information about your child's school. I hope that you will find answers to many of your questions and can also retain the handbook for future reference. In addition, the Beaulieu Primary School Website and Blog delivers up-to-date news and information, while also providing an opportunity to regularly celebrate our pupils' experiences and successes.

Yours sincerely

Mrs Fraser-Lee
Head Teacher

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

Beauly School Vision and Values

At Beauly Primary School we provide a safe, nurturing, learning environment where all children are respected and valued. Our vision is to equip pupils with the skills - interpersonal, academic and practical to flourish in a changing society. We seek to motivate and develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to foster a culture of achievement for all at the school.

BEAULY PRIMARY SCHOOL VALUES

- To encourage enquiring minds and stimulate pupils to be motivated and excited about learning.
- To realise the full potential of every individual in a supportive and encouraging environment.
- To promote positive relationships between pupils, staff, parents and the wider school community.

Reviewed with pupils, Parent Council and staff: June 2011

We aim to support young people to become:

Successful learners with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

Able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

Confident individuals with

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

Able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

Responsible citizens with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

Able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

Effective contributors with

- an enterprising attitude
- resilience
- self-reliance

Able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems
-

About Beauly Primary School

Beauly Primary School is a busy, happy environment where we encourage home-school and community links. We have an active, supportive Parent Council. The school caters for children from the village of Beauly and the surrounding country area within a radius of about 2 miles.

There are experienced and committed staff members working in classes across the school and additional expertise provided through a visiting Addition Support Needs Teacher, three days per week.

PARENTS/GUARDIANS/CARERS AS PARTNERS We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting
- Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums. A member of the Senior Management team is in school most evenings for parents to contact with any issues. Useful information for parents and how to get involved in your child’s education, how to support the school, information on curriculum developments can all be found at Parentzone: <http://www.educationscotland.gov.uk/parentzone/>

Placing Requests

If you live outside the catchment area, an application (placing request) to send your child to Beauly must be directed to Ms Karen Ralston, Area Education Manager, Area Education Office, Glenurquhart Road, Inverness, IV3 5NX.

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

If there is any uncertainty about the area please do not hesitate to get in touch with the school.

If pupils live out with the school catchment area and parents wish them to attend Beauly Primary School please contact the school on 01463 782576 to arrange a visit.

If your child attends this school following a placing request, they may also live outside the catchment area of our associated secondary school—Charleston Academy; so you would need to complete a **placing request to Ms Karen Ralston, Area Education Manager (address above) prior to your child attending Secondary School.** Please note that there is no guarantee that your placing request will be granted. Furthermore, you should still enrol your child at the local secondary school for the area in which you live. You should do this well before your child’s entry to the school in August.

Transportation to and from school for placing request pupils is a parental responsibility. Please note that all pupil transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Transport Office:

http://www.highland.gov.uk/info/878/schools/12/school_transport

School Hours

Primary 1—3	Primary 4– 7
9.00am—10.30am	9.00am—10.30am
Morning Break	Morning Break
10.45am -12.15pm	10.45am -12.15pm
Lunch Break	Lunch Break
1.15pm—3.15pm	1.15pm—3.15pm

Nursery Hours (excluding flexible attendance)

Morning Nursery	Afternoon Nursery
8.40am—11.50am	12.00pm—3.10pm

School Roll as at August 2016

Primary: 132

Nursery: 37

Class Organisation

At present we have 6 classes, all are composite with two year groups, however this can change from one year to the next.

Beauly Primary School Staff for Academic Year 2017/18

Mrs Tracey Fraser-Lee	-	Head Teacher
Mrs Susan Cullen	-	Primary 1/2 Teacher (job-share)
Miss Vanessa Cardosa	-	Primary 1/2 Teacher (job-share)
Mrs Sandra Mackenzie	-	Primary 2/3 Teacher & Principal Teacher
Mrs Julia MacRitchie	-	Primary 3/4 Teacher
Mrs Laura Fraser	-	Primary 4/5 Teacher
Mrs Carol Miller	-	Primary 5/6 Teacher (job- share)
Mrs Jill Williams	-	Primary 5/6 Teacher (job-share)
Miss Brown	-	Primary 6/7 Teacher
Mrs Maclver	-	CCR Teacher & Management Cover
Mrs Paula Mackenzie	-	Pupil Support Assistant
Mrs Jane Mackintosh	-	Pupil Support Assistant & Playground Supervisor
Mrs Glynis Forbes	-	Pupil Support Assistant
Mrs Jane Nair	-	Pupil Support Assistant
Mrs Rachael Stewart	-	Pupil Support Assistant
Mrs Catriona Neill	-	Pupil Support Assistant
Mrs Kath Macgregor	-	Pupil Support Assistant
Mrs Anne Bissett	-	Early Years Practitioner
Mrs Mairi MacDiarmid	-	Early Years Practitioner
Miss Laura Murison	-	Early Years Practitioner
Mrs Sharon Brindle	-	Early Years Practitioner
Visiting Teachers		
Miss Andrea Wright	-	Additional Support Needs Teacher
Ancillary Staff		
Mrs Tracey Ritchie	-	Clerical Assistant
Mr Alexander Ferguson	-	Facilities Management Assistant
Mrs Muriel Eaton	-	School Cleaner
Mrs Susan Brookhouse	-	School Cleaner
Mrs Wyvie Kelman	-	Crossing Patroller
School Canteen		
Mrs Heather McGregor-Robertson	-	Cook in Charge
Mrs Susan Ross	-	Cook
Miss Tracey Underwood	-	Cook

School Calendar

School Closes after School on: School opens for pupils on:

Wednesday 5 th April 2017	Monday 24 th April 2017
Friday 30 th June 2017	Tuesday 15 th August 2017
Friday 6 th October 2017	Monday 23 rd October 2017
Friday 22 nd December 2017	Monday 8 th January 2018
Wednesday 28 th March 2018	Monday 16 th April 2018
Friday 29 ^h June 2018	TBC

Extra Closure Days

Monday 20 th February 2017	Weekend Break
Tuesday 21 st February 2017	Weekend Break
Wednesday 22 nd February 2017	Inset Day – Staff only
Monday 1 st May 2017	May Day Holiday
Thursday 4 th May 2017	Inset Day – Staff only
Monday 14 th August 2017	Inset Day – Staff only
Thursday 21 st September 2017	Inset Day—Staff only
Friday 22 nd September 2017	Inset Day—Staff only
Monday 19 th February 2018	Weekend Break
Tuesday 20 th February 2018	Weekend Break
Wednesday 21 st February 2018	Inset Day – Staff only
Monday 7 th May 2018	May Day Holiday
Monday 4 th June 2018	Inset Day – Staff only

School Improvement

Beauly Primary's Standard and Quality report, School Improvement Plan and the most recent inspection documents are all available online through the 'Publications section on our website.

From ongoing self-evaluation we have identified a number of priorities for improvement from 2014 to 2017. The following aspects will improve the learning experiences of all children:

- Improve standards of attainment in Numeracy and Literacy.
- Our curriculum takes account our local circumstances, in addition to Local Authority and national advice.
- Support the development of Better Movers and Thinkers, with pupils actively involved in their learning and development.
- A commitment to school improvement through self-evaluation
- We take positive and proactive steps to meet the needs of individual learners.

School Uniform

We encourage the wearing of school uniform as it adds to the sense of community within the school and reduces the need for unnecessary expenditure for parents, to meet changes in fashion.

It consists of:

- Grey or black skirt / trousers
- White or green polo-shirt / t-shirt / shirt / blouse
- Green school sweatshirt / fleece / hooded top

The school uniform is standard low cost school wear and can be purchased from the National Schoolwear Shop, Academy Street, Inverness, Schoolwear Made Easy, Unit 4, 57 Harbour Road, Inverness or Clothing at Tesco, all available through the school website.

Application for Assistance with School Clothing

If you are in receipt of Income Support, Working Families Tax Credit, Income Based Jobseeker Allowance or Widowed Mothers Allowance you can apply for the above. Forms are available from the school office in strictest confidence or through the Highland Council website:

<http://www.highland.gov.uk/info/899/schools-grants-and-benefits/10/free-school-meals-and-assistance-with-clothing>

Indoor Shoes

All children should have labelled indoor shoes that they can change into while in the school buildings. This is important to maintain the floor coverings and safe non-slippery floors, etc.

PE/Clothing

Shorts, House coloured T-shirts (Affric – Yellow, Aird – Red, Glass – Blue, Kilmorack – Purple) and gym shoes/soft trainers are required for PE. These should be kept in school during the week. It is useful to have a change of clothing in school especially for the younger pupils. The labelling of garments is strongly recommended e.g. jackets, gym shoes, sweatshirts. This aids identification for the pupil and staff and prevents the loss of these items.

Extra-Curricular Activities

We have a number of extra-curricular activities in Beaully Primary. This includes tuition of the fiddle, guitar, drums, cross-country, karate, football, multisports and basketball.

Parent Helpers

We welcome parents help in and out of the school. Volunteers are invited to support learning through maths and language games, assist at events or attend school trips. We have guidelines for parents who wish to offer help. If you have any hidden talents, please feel free to offer them. We are particularly keen to have support in delivering additional lunchtime and after-school clubs and activities.

School Meals

We are very fortunate in having our own school kitchen which serves a healthy, interesting menu. This changes weekly and a copy is available from the school website/office. The standard of food served in the school is high. Special diets – medical, religious and vegetarian are catered for by the staff. All children are supervised by ancillary staff during meal times.

A two course meal is offered daily. If possible we ask that parents pay the total cost for the week on a Monday as additional administration time is given to Cook on that day. Cheques should be made payable to 'Highland Council'.

Hot and cold drinks, toast and healthy snacks are on sale from the kitchen at break. The prices of snacks are reviewed in August every year and you will be informed of this. The cost of a school meal as at January 2017 is £2.30 per day.

Children taking packed lunches eat in the canteen at the same time as pupils having school dinners. Packed lunches must be carried in an appropriate container, clearly labelled with your child's name, and for health and safety reasons no hot foods or drinks, glass containers or cans are not permitted in school. The Local Authority cannot be held responsible for any loss or damage to packed meals or their containers.

As of the 5th of January 2015 all Primary 1-3 children are automatically entitled to a free school meal. There is no application form involved for a child in Primary 1-3 to have a school meal; however you will still need to apply for clothing grants where applicable. This initiative does not cover children in Primary 4 to 7, who if entitled still need to apply for Free School Meals following the usual process:

http://www.highland.gov.uk/info/878/schools/9/school_meals

Health

The school nurse will visit the school periodically to check hearing and sight. You will be informed and invited to attend if your child is required to have a full medical in either P1 or P7. Please feel free to contact the school if you wish to speak with the school nurse about health matters. The school also has the service of a visiting speech and language therapist.

Administration of Medicines

Staff can only administer medication when there are clear written guidance from the parents on; the name of the medicine, the quantity of medicine to be given and the time it has to be given. If your child requires medication please contact the school office to complete the necessary forms.

Behaviour and Discipline

Our aim is to create an atmosphere of mutual respect, trust and responsibility. Positive behaviour strategies are used in the school and children are rewarded for good behaviour. They are actively involved in the setting of codes of behaviour in their classrooms. If a child is experiencing behavioural difficulties, initially he/she will be dealt with within school. If he/she is still experiencing difficulties then parents will be contacted and sometimes advice and help will be sought from appropriate outside agencies. School rules allow pupils to work and play in harmony with one another, while actively encouraging responsibility, fairness and a sense of community within the school.

General Guidance

- Pupils are required to conduct themselves in an orderly manner.
- Pupils may not leave the school grounds during the normal school hours unless accompanied by an adult.
- Proper care must be taken of all school property and equipment.
- Absences are only justified: (a) in the case of illness (b) when permission has been granted by the school.
- Daily contact should be made with the school in the case of absence unless an alternative arrangement has been agreed by the school.
- Money or valuables should not be left in the cloakrooms.
- It is Highland Council policy that no earrings should be worn on days when pupils attend PE.
- Electronic toys / mobile phones and other expensive items are not permitted in school as they can be a distraction, and may also get damaged or lost. Please note the school will not be responsible for any items which go missing.

Procedures for dealing with behavioural difficulties

1. Minor incidents are dealt with by classroom teachers or Pupil Support Assistants. An incident during break time may require a pupil to have a short time out.
2. More serious incidents or repeated incidents are dealt with by the class teachers or Head Teacher and may be noted in the child's chronology. Parents are informed if appropriate. (A home-school diary may be set up in some cases)
3. If poor behaviour continues an individualised behaviour management programme may be set up in consultation with parents/carers.
4. Advice from outside agencies e.g. Educational Psychologist, CAMHS (Children and Adolescent Mental Health Services), School Doctor are sought if challenging behaviour persists.

We have a Bullying and Anti-Racist Procedural Policy and all incidents of bullying and racism are dealt with in line with these procedures.

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If your child is unwell please contact the school office before 9.30am to let us know that your child will not be coming to school. Once the registers have been taken we will endeavour to contact the parents / guardians of any child not in school, for whom we have not received notification of absence. It is essential that the contact numbers we hold on our system are accurate and up to date. This is to ensure the safety of absent children. If your child becomes ill or has an accident while attending school, we will contact you by telephone. If there is no reply, we will contact your emergency contact number.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc., pupils need to bring with them a note from parent or guardian. Where at all possible, medical and dental appointments should be made out with school hours. If you know your child will not be in school in advance (e.g. attending a family wedding), please send a note to your child's teacher. If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

Intimate Care

We understand that from time to time some of our younger pupils may experience wetting accidents at school. This can be embarrassing for the child however staff ensure these matters are handled with sensitivity and discretion. Parents will be offered support and advice by the school nurse or other health professionals as required.

Head Lice

Head lice is often a problem within school and the wider community. Regularly practising 'wet combing' is advisable for parents of children throughout their school years. If head lice are detected, Pharmacists are able to advice on the management of a head louse infection. We would be grateful if you would contact us if your find your child has head lice. Children should be returned to school once they have been treated. We will contact you personally or by letter if we detect head lice and will be able to give advice and support about treatment if required. Information about how to treat and deal with head lice is available from the school at all times. Head Lice 'alert letters' are against Highland Council policy as most schools will have a few pupils with head lice at any one time. In the past these letters have led to parents attempting preventative treatment, this does not work and over-use of treatment may lead to resistance.

Transport

If your child is under 8 years of age and lives more than two miles from the school and if your child is over 8 and lives more than 3 miles from the school then free transport will be provided. Please note you must live within the school catchment area to qualify.

Secondary Education

Pupils from Beaully usually transfer from P7 to Charleston Academy in Inverness. The Head Teacher is Mr Chris O'Neill and he may be contacted at 01463 234324 for further information. You will find a link to the Charleston Academy website from the Beaully Primary Website/Blog.

Beauly Nursery

Our nursery runs both a morning and an afternoon session and also whenever possible flexibility in the provision of Early Learning and Childcare. This is open to pupils who are in their pre-school year (4 years old before the end of February) and are due to start primary school the following August. Pre school pupils who are 3 years before the end of February can also be enrolled. A separate handbook is available for Beauly Nursery.

Parent Council—An Introduction

All parents are automatically members of the Parent Forum, and are entitled to have a say in what happens at the school.

What does being a member of the Parent Forum mean?

Members of the Parent Forum can expect to –

- Get information about what their child is learning.
- Get information about events and activities at the school.
- Get advice / help on how they can support their child's learning.
- Be told about opportunities to be involved in the school.
- Have a say in selecting a Parent Council to work on behalf of all parents at their school.

What is a Parent Council?

The role of a Parent Council is to:

- Support the school in its work with parents.
- Represent the views of all parents.
- Encourage links between the school, parents, pupils, pre-school groups and the wider community.
- Report back to the Parent Forum.

Beauly Parent Council

The school is fortunate to have an active Parent Council who meet for formal business once per term. In addition to this they support a variety of fundraising events during the year.

The elected members of the Parent Council can be contacted via the school and are:

Sara Simpson - Chairperson

David Hodgson –Secretary

Hazel Stewart - Treasurer

If you would like to become a member of the Parent Council, or just help out with fundraising events, please contact the school office and we will forward your details. Alternatively they can be contacted on beaulyprimarypc@gmail.com

Equal Opportunities

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

- has an Equal Opportunities Policy
- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices;
- promotes understanding and respect of other people's cultural identity and beliefs;
- aligns itself with the Education Service's Anti-Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997).

Confidentiality

Parents and children have a right that confidentiality be maintained.

- Staff will not discuss individual children with people other than the parents or carers of the child
- Staff are always willing to listen or help with any concern you may have about your child. However, parents should be aware that if they disclose any information of a child protection nature then staff are duty bound to pass this on to the Head Teacher who may be required to involve other agencies.

Due to the multi-agency nature of child care services it may be necessary to share information with other professionals e.g. School Nurse, Social Workers, Speech Therapists etc.

School Policies

We have a range of School Policies on the Curriculum, Learning and Teaching, Child Welfare, Health and Safety and the Nursery. These are available in school on request or can be seen on our website.

Progress Reports

Assessment of the pupil's progress in all areas of the curriculum is mainly by means of continuous assessment (observation of each child's on-going daily work.) Assessment is also made by means of regular revision work. Much of this will identify difficulties and strengths and enable the staff to adapt the curriculum accordingly.

Parents are invited to join us for an Open Afternoon, usually in September each year. This is an informal opportunity to visit the classroom and meet the teacher while seeing the school 'in action.'

Parents are given the opportunity twice in each school year to meet formally with the teacher to discuss their child's progress. A written report will be issued in the Summer Term. Reporting is now completed in the context of the capacities and principles of Curriculum for Excellence. The format of the reports is in line with Regional/National Guidelines on reporting to parents.

Support for Learning

We have seven Pupil Support Assistants working in Beauly Primary School. In addition, Andrea Wright, our Additional Support Needs Teacher is in school 3 days per week.

Additional Support Needs

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance, the Head Teacher on 01463 782576. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Our Support for Learning team supports all the pupils and staff at the school. Staff may provide support to pupils with specific difficulties or needs, gifted children or work to support groups of children in their general work. The Additional Support Needs Teacher also assists the Class Teachers in identifying appropriate materials, resources and strategies for use in the classroom. Where a child has specific needs, the most appropriate support is allocated in consultation with Head Teacher, Class Teacher, and Support for Learning staff. We hold meetings involving other agencies such as school doctor/ education psychologist / nurse/ social workers/ support specialists, etc. as required. Parents/carers are involved and consulted throughout the process. Pupils with specific needs are monitored, reviewed regularly and where necessary given Individual Education Programmes (IEPs). In a case of multi-agency involvement a Child's Plan may be used to co-ordinate support. The Child's Plan is used universally by education, health, social work and northern constabulary as part of the Highland Practise Model, this approach is underpinned by the principles of Getting it Right for Every Child, 2008.

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with their child's class teacher initially.

THE CURRICULUM

Curriculum for Excellence aims to achieve a transformation in education by providing a coherent, flexible and enriched curriculum for young people from 3-18. It is firmly focused on the needs of the child and designed to enable them to develop the four capacities, which are:

**Successful Learner
Confident Individual
Effective Contributor
Responsible Citizen**

The Curriculum taught takes account of the National Priorities in Education for Scotland and also includes the initiatives such as health promotion, raising achievement, citizenship and inclusion. We also aim to ensure that all pupils have equal access to all areas of curriculum irrespective of gender, ethnicity, ability or background.

The eight areas of the curriculum are as follows:

- Mathematics and Numeracy
- Languages and Literacy
- Health and wellbeing
- Religious and Moral Education
- Expressive Arts
- Sciences
- Social Subjects
- Technologies

English Language

Language is at the heart of children's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. As a result of language development being central to children's intellectual, emotional and social wellbeing, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive. English Language comprises writing, reading, talking and listening. The following are the aims for the teaching and learning of English Language at our school:

- To provide experiences for developing pupils' capacities to communicate, through language.
- To introduce pupils to books and literature, including Scottish materials, as sources of these experiences.
- To take full advantage of dialects, ethnic diversity and bilingualism, in teaching cultural tolerance and knowledge about language.
- To help pupils to develop confidence and pleasure in their own use of language and make them aware of the importance of language.
- To provide alternative modes of communication for pupils with special needs.
- To ensure appropriate support for pupils with English as an Additional Language.
- To take advantage of the rich contexts for language development provided by the mass media, ICT and drama.

Mathematics

Mathematics is a core subject of the school curriculum. We aim to offer all our pupils a high quality mathematical programme for lifelong learning. Using a variety of approaches we hope to develop in each pupil an enquiring mind, the necessary attitudes, skills and knowledge. To achieve this aim for mathematics, all pupils will experience a range of activities that are practical, investigative, enjoyable and challenging. To achieve this view of mathematics we need to develop in our pupils:

- A positive attitude to maths as an interesting and useful subject.
- An ability to think clearly, logically and creatively in mathematics with confidence, independence and flexibility of mind.
- An awareness of the usefulness of mathematics in the world beyond the classroom.
- An understanding of mathematics through a process of problem solving, enquiry and experiment.
- An understanding of the nature and purposes of mathematics.
- An appreciation of the importance of sharing mathematics by discussing, explaining and reporting.
- An awareness of the personal qualities such as perseverance when working.

Social Studies

Social Studies is the curriculum area in which children acquire and develop the skills, attitudes, knowledge and understanding which they need in order to understand themselves and the world around them. This area includes Social Subjects, Technology and Science and is delivered within thematic, cross-curricular learning experiences throughout the school year; pupils should:

- Develop an understanding of the environment, their place within it and the factors, past and present that have shaped it.
- Acquire knowledge and skills that will enable them to interact effectively with the environment in all aspects of life.
- Progressively recognise the knowledge, understanding and skills associated with social subjects, science and technology.
- Develop informed attitudes and values relating to the use of resources and sustainable global development.

Information Communication Technology

We have an Information Communication Technology (ICT) suite with twelve laptop computers. Every class from nursery to P7 use interactive white boards and a wide selection of software, appropriate for all curricular areas.

The use of ICT is integrated into all areas of the pupils' curriculum. The skills are taught in a progressive manner and applied to work in maths, language and environmental studies. This includes use of scanners, cameras, recording devices etc.

Enterprise Education

One of the National Priorities in Education is to equip children with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition. To this end, we encourage the development of these skills across all areas of the curriculum. This involves thematic planning, teamwork and project management.

Expressive Arts

The Expressive Arts include music, art and design, drama, PE, dance and movement. Teachers deliver these experiences throughout the year, which gives rise to a great deal of lively work.

The Expressive Arts is an essential part of a pupil's curriculum, developing and providing outlets for talents, creative abilities, individual expression and response. Much of the work done in this area is integrated across the curriculum; developing confidence, self-esteem and a growing awareness of cultural heritage, values and diversity.

Religious & Moral Education

Religious Education in Beauly School is approached on a non-denominational basis. The aim of our Religious Education programme is to provide our pupils with an understanding and appreciation of global beliefs, moral values and attitudes. This approach supports the development of an awareness and tolerance of other world religions, beliefs and festivals. The teaching of Religious and Moral Education aids the development of the understanding that for some people religion as a significant area of human experience. It enables the pupils to explore questions relating to the meaning of life and to develop responsible attitudes.

We have weekly assemblies which are led mainly by the Head Teacher. There are also opportunities given for classes to share what they have been learning. Our assemblies celebrate individual success by identifying pupils who have shown a positive attitude to class work or demonstrated the quality of good citizenship. Similarly we celebrate individual milestones and successes, (from home or school) through our Beauly Primary Achievement Tree – a leaf detailing the child's experience is discussed and subsequently hung on our tree. Moral and social issues are dealt with in a sensitive way in the classroom or at assemblies. We have a Personal and Social Development Policy in which our aims are:

- To help pupils have an appropriately positive regard for self, and for others and their needs.
- To develop life skills to enable them to participate effectively and safely in society.
- To identify values held by pupils and society and how they affect thoughts and actions and to encourage increasing responsibility for their own lives.

As Religious Education is required by statute to be included in the curriculum, parents who wish to have their child withdrawn from religious activities should inform the school.

Health and Wellbeing

Health and wellbeing are positive and dynamic concepts that embrace physical, emotional and social dimensions. We aim to enable the children to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

All schools in Highland Council were required to gain health promotion status. We provide children with a variety of health promotion initiatives, sporting activities and promote citizenship through Citizenship Groups from P3-7. We achieved our award as a Health Promoting School in June 2006 and received re-accreditation in January 2010.

French

French is taught in all classes within the school. Mr Chisholm teaches one lesson a week to Primary 5/6, while the other class teachers deliver this to their classes. These experiences prepare pupils for taking up a second language in secondary school. French activities are mainly oral but also include simple reading and writing exercises.

Gaelic

This session we are unable to offer Gaelic lessons to the children. However pupils are given the opportunity to choose between French or Gaelic as a second language when they move on to Charleston Academy.

Homework Policy

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and puts in place positive learning habits for lifelong learning.

Purposes:

- It allows consolidation of work done in school.
- It allows children to prepare for progression and increased challenge.
- It develops research skills such as using libraries and other resources which may not be available in the classroom.
- It provides opportunities for individualised, independent work.
- It provides structured opportunities for parental involvement and support.
- It provides information for parents about the on-going work of the class.
- It encourages children to develop a sense of ownership and responsibility for learning.
- It develops good habits of independence and self-discipline in learning.
- It supports pupil development in planning and time management.

How and when is homework given out?

In general children will be given their homework for the week systematically on a specific day each week. The teacher will inform the pupils which day this is due back. In the situation where we have job-share teachers the two teachers may organise the homework slightly differently. Each teacher may take responsibility for different aspects of the homework and pupils may be asked to hand in aspects of their homework on different days of the week. Homework is not usually given out the first and last week of a term.

Homework/Reading Diaries

To help both the parent and child to follow homework routines, pupils are given a diary with the homework noted inside. The diary can be used by both parent and teacher to pass on any comments about the homework and should be signed by the parent to indicate that they have overseen the homework and are happy with the effort that has been put in by the child.

Primary 1 and 2 children will be given their homework out mainly on worksheets and jotters and parents should sign them to show work has been supervised. Comments regarding the homework e.g. if a child encounters difficulties, should be written on the sheets or in their homework/reading diaries. All Primary 1 and Primary 2 pupils will have a reading diary. If a parent has corrected work with a child we would encourage parents to place a 'C' beside it, which would show the teacher that the child had made an error.

Reading

Reading homework in Primary 1 during Term 1 takes the form of activities to support the phonic work being taught in class. Reading from the Oxford Reading Tree Scheme begins in Term 1. In the early years setting reading will always be prepared in the class and should be reinforced at home. We use the Oxford Reading Tree reading scheme and its associated web guided reading throughout the school, however this is supplemented with other materials and schemes at all levels in order to maximise learning opportunities.

An explanation of how reading is implemented at the early stages is given to parents at the Primary 1 Induction meetings. At the early stages it is appreciated if parents read the story, discuss the pictures, the main characters and ask the child to predict what might happen next. The children will also have words to learn. Sometimes the children may be asked to read the next chapter/s in a short text as they become more able readers.

School based reading for upper stages is frequently completed during class work. **Shared text reading** has increasingly become the focal point of literacy work with a greater range of text types or genres needed to enrich children's literacy development. In the middle and upper stages we have three reading sessions a week where children work in groups, with a partner, independently or with the teacher. Further reading sessions involve reading for information and a writer's craft lesson where pupils collaboratively work in trios. These lessons strengthen the link between reading and writing. Children are encouraged to borrow library books from the school to read at home for enjoyment. These need to be brought back to school daily.

Spelling

The children may be given out spelling words to learn during the week. Often they will be words with a common letter pattern but they will also learn to spell basic words and sometimes they will have spellings relating to their project.

To help the children really **learn** the words, parents should ask the children to spell them throughout the week – writing them out on one occasion is not usually enough to memorise the words. The children should be encouraged to use the **Look, Read, Cover, Write, Check** method. Simple spelling games are used in class throughout the week to reinforce spelling patterns.

Language Homework

The children may be asked to complete language homework based on work being taught in the class e.g. aspects of grammar, a short written personal account or report.

Social Studies Homework

The children may be given homework relating to their class projects. This may involve investigating and gathering information, completing related work sheets and at the middle to top end of the school some simple research work.

All children from primary 4 to 7 will at some time be asked to complete a short written personal project and prepare a personal talk. Some aspects of this may be included in homework.

Catching up

If a child begins to fall behind his/her group, or does not complete given work in school then they may be given work home to catch up but this should not be done routinely. If there are any on-going concerns, the class teacher will contact the parents to reach a resolution.

Where should the children do their homework?

Individual children have their preferences, in general the following conditions are thought best:

- In a warm, well-lit area of the house.
- On a flat surface, preferably a table/desk for all written activities.
- For reading find a comfortable chair.
- Away from distractions like TV, pets or other family members who are not involved in the homework.

Time allocation for homework

The following is a guide for time that should be spent on homework averaging out per night:

Primary 1 and 2	–	up to 10 minutes a night
Primary 3 and 4	–	up to 15 minutes a night
Primary 5, 6 and 7	–	up to 20-30 minutes a night

Role of parents

Parents/carers have an active role in supporting children with their homework. If any parent/carer has a query about any aspect of homework, they should not hesitate to discuss this with their child's class teacher.

Checklist for parents

- Check the diary to identify the homework and when it is to be handed in.
- Supervise homework, discuss it with your child and encourage them to do the best they can.
- Please sign your child's homework.
- Help your child to organise his/her homework into a little on a nightly basis rather than having to complete all tasks the night before it is to be handed in.
- If your child fails to hand in her/his homework twice within a month without a genuine excuse, we will enlist your support in ensuring that the homework is completed in future.

Suggestions on how parents can help their children at home can be discussed at parents' evenings or by making contact with the teacher at any point in the school year.

GUIDELINES FOR PARENTS TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements. A telephone service is offered to provide parents with up-to-date information. Parents may call **0800 564 2272** to access your schools' information. Please note, you will need the unique pin number for your school which is available from your school or Highland Council website. http://www.highland.gov.uk/downloads/file/4653/telephone_pins_for_checking_if_a_school_is_closed

The Highland Council Website, Facebook and Twitter

- The Council's **website** <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools
- The Council's **Facebook** page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems
- The Council's **Twitter** page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather related problems

When weather conditions are poor

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain "tuned in" to ongoing road weather, or school information updates.

Broadcast times

BBC Radio Highland

6.30 am	7.30 am	8.30 am
12.30 pm	4.30 pm	5.30 pm

In extreme conditions, Radio Highland will interrupt Radio Scotland transmissions (usually on the hour), to carry emergency bulletins.

Nevis Radio will carry bulletins at roughly ten minute intervals between 7.00 am and 8.00 am

Lochbroom FM will carry bulletins at quarter-hour intervals between 7.15 am and 8.45 am.

Moray Firth Radio www.mfr.co.uk

Local news on the hour 6am – 6pm carries local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Two Lochs Radio will broadcast a local news bulletins from 7.30am. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate
- Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick up point parents should check the schools telephone information line for updated messages from their schools Head teacher. Please note that for some routes the transport operator may contact the parent directly
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school
- Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the “drop-off” point, especially where public service transport is used.

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Child Protection

From time to time incidents can occur within the school setting that cause concerns and could indicate that a pupil is suffering some sort of abuse.

In terms of Highland Child Committee Inter-agency Protection Guidelines, Education Service Staff must report such incidents to Social Work Services, which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service Staff.

More information about Child Protection Procedures within Highland can be obtained from the Highland Child Protection Advisor, Miss Pene Rowe on 01463 703421 or online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Complaints and Request for Service

If a parent has any concerns they should contact their child's teacher in the first instance. The next step or for more serious issues please discuss matters with the Head Teacher or Additional Support Needs Teacher.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents are invited to contact the Beaulieu Primary Education Officer, Kenny Murray, Area Education Office, Glenurquhart Road, Inverness, IV3 5NX.

Similarly, Parentline Scotland is a free service available to parents for confidential advice and support: <http://www.children1st.org.uk>