



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

**Innellan Primary School  
Handbook  
Academic Session 2017/2018**



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

# CONTENTS

<b>General School Information</b>	<b>4</b>
Contact Details	4
School Roll and Stages	4
School Staff	4
School Day	5
Early Learning and Childcare Provision for Children 3-4 years	5
Visits of Prospective Parents/Carers	5
School Uniform	5
School Clothing Grants	6
Parental Concerns	7
Pupil Absence Procedures	7
The Complaints Procedure	8
<b>Parental Involvement</b>	<b>9</b>
Becoming Involved in School	9
Opportunities for Parental Involvement	9
Parent Councils	10
<b>School Ethos</b>	<b>11</b>
School and Community Links	12
Promoting Positive Behaviour	12
Celebrating Achievement	12
Wider-Curricular Activities	12
Pupil Council	13
<b>Curriculum for Excellence (Café)</b>	<b>14</b>
Learning Opportunities	15
Curriculum Levels	15
The Senior Phase	16
Skills for Learning, Life and Work	16
16+ Learning Choices	16
The Pupils' and Parents' Voice	17
The Curriculum at School, Local and National Level	17
Careers Information Advice and Guidance	17
Financial Guidance	17
Sexual Health and Relationships Education	17
Drugs Education	18
Religious and Moral Education	18
<b>Assessment</b>	<b>19</b>
<b>Reporting</b>	<b>20</b>
<b>Transitions</b>	<b>21</b>
Starting Primary One	21
Transfer to Secondary School	21
Moving from Stage to Stage	21
Moving Between Schools	22

Liaison with Local Schools	22
Leaving School	22
<b>Support for Pupils</b>	<b>23</b>
Support Arrangements for All Pupils	23
Identifying and Addressing Additional Support Needs	23
Staged Intervention	24
Further Information about Additional Support Needs	25
<b>School Improvement</b>	<b>27</b>
Main Achievements	27
Improving Standards	27
School Improvement Plan	28
<b>School Policies and Practical Information</b>	<b>29</b>
Snack Provision (Early Learning and Childcare Only)	29
School Meals	29
Free School Meals	29
Special Dietary Requirements	30
Health Care	30
Administration of Medicines	30
Transport	31
Insurance	32
Music Services	32
Parental Access to Records	32
Child Protection	32
Acceptable Use of Personal Internet Enabled Devices	33
Transferring Educational Data about Pupils	33
Emergency Closures	34
<b>School Terms and Holidays – Academic Session 2017/2018</b>	<b>35</b>
<b>Useful Links / Contact Details</b>	<b>36</b>

## GENERAL SCHOOL INFORMATION

### Contact Details

Cathleen Russell  
Head Teacher  
Innellan Primary School  
Wyndham Road, Innellan, by Dunoon, Argyll, PA23 7LJ  
01369 830560

[www.innellan.argyll-bute.sch.uk](http://www.innellan.argyll-bute.sch.uk)  
[enquiries@innellan.argyll-bute.sch.uk](mailto:enquiries@innellan.argyll-bute.sch.uk)

### School Roll and Stages

Present Roll: 20  
Class Stages: P1-P7

Denominational Status: Non-denominational  
There is no Gaelic Unit.

### School Staff

Head Teacher:	Mrs Cathleen Russell	(FTE 0.5)
Principal Teacher:	Miss Lauri Radford	Primary 1-3 (FTE 1.0)
Teaching Staff:	Mrs Gina Nitschke	Primary 4-7 (FTE 1.0)
	Mrs Fiona McLean	PE Primary 1-7 (FTE 0.05)
	Mrs Sheila Clarke	Learning Support (FTE 0.05)
Non-Teaching Staff:	Mrs Bethany Reynolds	Clerical Assistant
	Mrs Debi Wallbank	Classroom/ASN Assistant
	Miss Dorothy Bryden	Classroom Assistant
	Miss Vicky McKinven	ASN Assistant
	Mrs Nicola Law	ASN Assistant
	Mrs Jemma Williams	ASN Assistant
	Mr James Bickett	Janitor
	Mrs Lorraine Mackay	Catering Manager

### School Day

Open	9.00 am
Interval	10.30am – 10.45 am
Lunch	12.15pm - 1.00 pm
Close	3.00 pm

Details of school holidays can be found on page 35

## Early Learning and Childcare Provision for Pupils aged 3-4 years

As a result of the Children and Young People Bill, there was an increase to 600 hours of early learning and childcare provision for all three and four year olds and looked after two year olds as of August 2014.

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

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

There is no Pre 5 unit attached to the school but provision is available at Innellan and Toward Family Centre which is based at Innellan School

## Visits of Prospective Parents/Carers

Please contact the school on 01369 830560 to arrange an appointment.

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

Please see [www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school](http://www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school) for further information.

## School Uniform

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

In Innellan Primary, the suggested uniform is as follows:

Navy/Black/Grey Trousers or Skirt  
White Polo Shirt  
Royal Blue Jumper bearing the school logo (purchased online at Tesco Schools Embroidery)  
Black Shoes

PE KIT: Shorts  
T-Shirt  
Gym Shoes/Non Marking Sole Trainers



PE Kit to be placed in a labelled bag with your child's name. Kits should be brought to school on a Monday and returned home on a Friday.

The school provides waterproofs for Outdoor Learning but we ask that children provide their own wellingtons.

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

## Parental Concerns

Parents/carers who have any concerns are asked in the first instance to contact the school to arrange an appointment with the Head Teacher. The school will then follow the values, visions and aims as laid down by the Child Protection Policy for Argyll and Bute.

## Pupil Absence Procedures

Parents/carers are duty bound to inform the school by telephone or email before 9.30 on the first day of an absence and should try and give some indication of the length of absence. If no telephone/email contact has been made the school will contact the Parents to obtain a reason for the absence. **All pupils should be sent in with a note on their return to school confirming the reason for absence.**

### Early Learning and Childcare Attendance

A child's entitlement to free ELC will be 600 hours generally arranged as 5 x 3 hour and 10 minute sessions over a minimum of 38 weeks within the school year. However, some units are offering a different pattern of provision. Information on what nurseries are offering can be obtained from each nursery or school or on the Council website.

Children who attend in a regular pattern settle well into the early learning and childcare routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations are made to meet the needs to of the individual child

### School Attendance

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

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

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

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

#### 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**

## **Becoming Involved in 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. Part of that partnership is sharing of information through:

- Learning Logs
- Targets sent home for parents/carers
- Curriculum for Excellence Sessions
- Parent Evenings to discuss progress
- Meetings to support Transition
- Open door policy for parents/carers wishing to discuss any concerns.

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:

- Art/Crafts and Baking 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
- Golden Time activities, e.g. board games, art and craft in small groups
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training
- Attending end of term presentations
- Attending children's performances
- Reading stories to groups of children, playing reading/phonics games

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 Information Evenings
- Joining the rota for after school clubs

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

Education is an active partnership between home and school. In support of this, parents and carers have access to all school policy documents on request. Parents/carers receive a school handbook, upon enrolment, are involved in school disciplinary and support for learning issues as appropriate, as well as being invited to support the school through membership of the Parent Council and Forum and /or through helping at school outings or events.

An excellent relationship between parents and carers and the school has always existed and we look forward to your continuing involvement in the ongoing education of your child.

We also hold regular curriculum events where we can update parents/carers on various aspects of the curriculum and what we are doing as a school. Parents/carers have opportunities to attend meetings about various aspects of the curriculum and we positively encourage them to become involved in planning our interdisciplinary topics.

### **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.

# SCHOOL ETHOS

## Visions, Values and Aims at Innellan Primary School

We aspire to create an environment where, in sharing values and beliefs, all children are encouraged to be motivated, confident individuals, able to develop their skills and intellectual awareness to the best of their abilities. We will do this with the full support of school staff, families and partner agencies. This will enable every child to have a positive sense of achievement and enthusiasm which will be the foundation of their future life skills. By contributing to our school, local community, country and world, our aim would be that each child would be active in advancing social justice, environmental awareness and wellbeing for all.

### Responsible Citizens

Able to make good choices  
Respecting others  
Caring for others  
Excellent behaviour  
Trust  
Integrity

### Effective Contributors

Encouraging others  
Helpfulness  
Sharing and playing happily  
Never giving up

### Confident Individuals

Happiness  
Willingness to listen  
Friendliness  
Staying healthy

### Successful Learners

Trying hard  
Achieving

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

The school chaplain Rev A. Swift attends a school assembly every month. The pupils make him very welcome and they enjoy listening to and participating in his stories.

The school participates in the community such as the Innellan Village Hall Heritage Project, South Cowal Community May Festival, Remembrance Day Ceremony and Squirrel Conservation. All of the above allow the pupils the opportunity to build strong positive relationships and respect across all ages. Pupils are motivated through a sense of belonging and continue to develop their local community.

The school also works throughout the year with: Watch Group  
RSPB  
Forestry Commission

Innellan School works in close partnership with Toward Primary and has a shared head teacher with Toward.

## **School and Community Links**

We hope the activities and functions organised by the school benefit the whole community. Effort is made to include family, friends and relatives, young and old in school activities.

## **Promoting Positive Behaviour**

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

Our Golden Rules are as follows:-

- Do be gentle – Do not hurt anybody
- Do be kind and helpful – Do not hurt people's feelings
- Do work hard – Do not waste your or other people's time
- Do look after property – Do not waste or damage things
- Do listen to people – Do not interrupt
- Do be honest – Do not cover up the truth

## **Celebrating Achievement**

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

The whole school celebrates achievement by awarding Star of the School certificates to pupils for good work, effort or kindness shown to others.

## **Wider-Curricular Activities**

Children have the opportunity to participate in various activities throughout the school year including Police Sports, Inter-School Activities and Educational Visits. On such occasions parents and carers will be informed and transport arrangements clarified.

We currently have 2 after school clubs including the Gardening/Wildlife Watch Group and a Craft/Baking Club. The help from parents/carers to run the Wider-Curricular groups are

very much appreciated (please contact the school if you wish to be part of the parent's rota).

Individual interest and achievements are celebrated and certificates placed on our Wider Achievement Board for all to share.

Every Wednesday we take our pupils outside for a morning of Outdoor Learning. Activities reinforce work undertaken in class and develop personal skills, which can be applied in different contexts of learning.

### **Pupil Council**

All pupils are represented on our Pupil Council. Pupils are encouraged to work as a team but also ensure their voices/opinions are heard with school based issues.

This encourages all the pupils to be responsible as they take part in the decision-making and often come up with the solutions to any problems that may arise. This collective way of working is more inclusive and all the pupils and staff feel involved in the day-to-day life of the school.

## CURRICULUM FOR EXCELLENCE (CfE)

Each curriculum, area is planned using experiences and outcomes which allow pupils to develop the 4 capacities. Effective interdisciplinary learning is planned around a clear purpose based upon the experience and outcomes from different curricular areas. It provides progression in skills and knowledge and understanding at mixed stage learning which is interest based.

All pupils will be offered opportunities to undertake challenging activities for personal achievement within and beyond the classroom. By doing so they will develop the skills and abilities for the 4 capacities.

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

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

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

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk



- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs

- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science



- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies



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

## Learning Opportunities

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

## Curriculum Levels

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

- Early Level – early learning and childcare to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications.

## **The Senior Phase**

The Broad General Education in secondary schools continues from S1 to S3. All children will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents/carers to discuss and decide the subject choices that best suit them for the Senior Phase.

## **Skills for Learning, Life and Work**

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

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

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

## **16+ Learning Choices**

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

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

## **The Pupils' and Parents' Voice**

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents/carers through the Learning Logs and parents/carers will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

Parents/carers will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at anytime through their child's learning log.

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

Schools should include where and how a parent/carer can find out more information about the curriculum at school, at local and at national level.

## **Careers Information Advice and Guidance**

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

## **Financial Guidance**

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

## **Sexual Health and Relationships Education**

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

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

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

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

## **Drugs Education**

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents. 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.

The school responds appropriately to issues concerning drug and solvent misuse by using the following steps:

- The school policy follows strategies for drugs education in line with Argyll and Bute's Framework for the development of health and wellbeing curriculum.
- Pupils receive effective drugs education programmes as part of children and young people's health and wellbeing curriculum.
- Parent Information Evenings educate parents/carers about drugs education, drugs misuse and the schools policy on drugs.
- Staff undertake updated training on drugs/child protection issues.
- Staff are regularly updated on changes to Drugs Education Policies.

The schools Drugs Policy is available through the school office. Further information can be obtained by contacting the Head Teacher or via [www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat](http://www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat).

## **Religious and Moral Education**

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

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

## ASSESSMENT

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

A number of approaches are employed including the following:

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

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

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

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

## REPORTING

Reporting informs parent/carers of progress. This session we are trialling a new reporting system and at the end of this session we will, in consultation with parents/carers, pupils and staff, decide how to continue to develop and improve our reporting systems.

Throughout the year there will be many opportunities to you to get involved in and to share your child's learning journey including:

- Open afternoons/evenings
- Parent/teacher interviews
- Pupil/parent interviews
- Learning logs – which are sent home frequently and for you to make comment in
- Achievement walls
- Curriculum workshops

At the start of each term your child will receive a curriculum bulletin, which will inform you about the teaching and learning that will be undertaken that term with specific emphasis on literacy, numeracy, health and well-being and relevant interdisciplinary topic for that term. They will also state how you could help support your child in their learning and asking if there is a way in which you could support the school. At the end of each term you will then receive the curriculum bulletin with comments from your child's teacher about how your child has got on with their learning. We ask that you and your child both comment in the relevant sections and return the bulletin to the school. The bulletins, along with samples of your child's work and their learning log and a skills statement will then be compiled to create a document showing your child's learning journey for the year.

At P7 and S3, teachers will work with children and young people to prepare profiles which will highlight their achievements over a period of time and summarise their learning journey at key points of transition

Any parents or carers who have concerns regarding any aspect of their child's education are encouraged to make an appointment to discuss their concerns with the class teacher or head teacher.

## 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 1<sup>st</sup> March 2017 and 28<sup>th</sup> February 2018 should start school in August 2017. 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 Innellan is:

Dunoon Grammar School  
Ardenstrate Road, Dunoon, Argyll, PA23 8LU  
01369 705010

[www.dunoongrammar.argyll-bute.sch.uk](http://www.dunoongrammar.argyll-bute.sch.uk)

You will be contacted by letter and offered a place for your child at Dunoon Grammar School, 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 Dunoon Grammar School and other primary schools within the local area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

## **Leaving School**

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

*Opportunities for All* is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20<sup>th</sup> birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

# **SUPPORT FOR PUPILS**

## **Support Arrangements for All Pupils**

Providing personal support for learners 3-18 is the responsibility of all staff. In the early learning and childcare and primary setting the early years practitioner or class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

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

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

The Argyll & Bute Staged Intervention Framework is used to identify and meet pupils' needs and to manage and review provision. This follows the Getting it right for every child (GIRFEC) practice model. GIRFEC is a national framework to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

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

Where support is being provided by a single agency then a Planning meeting may be held and a 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.

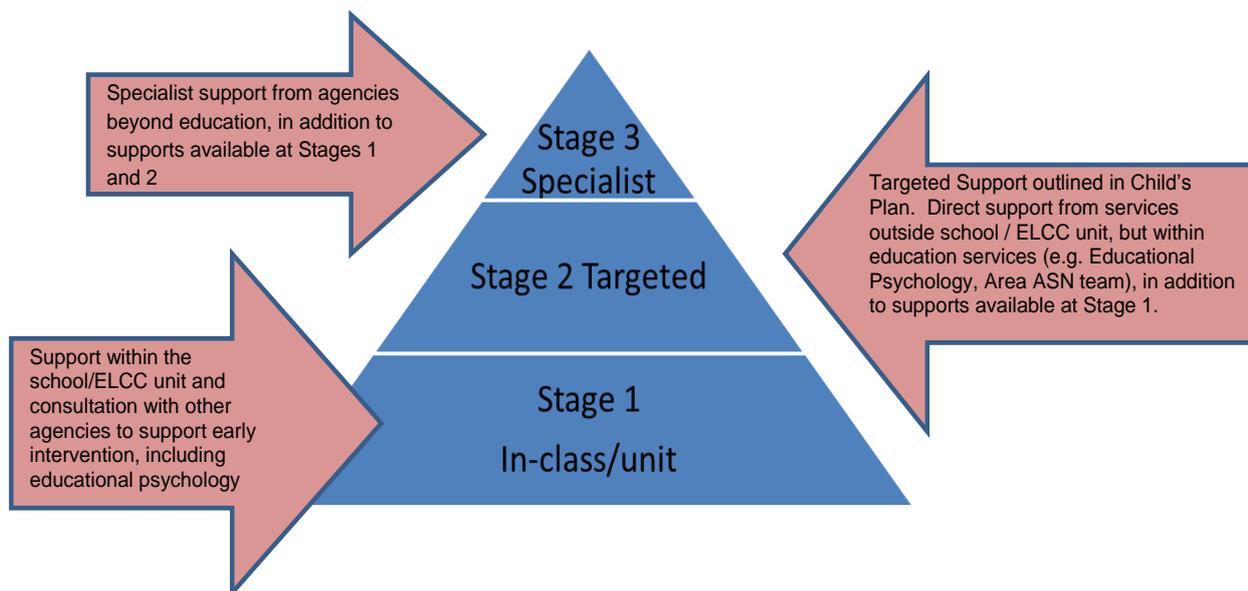
#### Stage 3 – Specialist input.

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, or Head Teacher as the Named Person. Please contact the school office to arrange an appointment.

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](mailto:enquiries@sclc.org.uk).

- ◆ Free Dispute Resolution

Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Ann Marie Knowles, Head of Education, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or [anmarie.knowles@argyll-bute.gov.uk](mailto: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

Details of the schools recent achievements can be obtained from the school web-site, [www.innellan.argyll-bute.sch.uk](http://www.innellan.argyll-bute.sch.uk), under the Parent Information, Improvement Plan tab.

## Improving Standards

*How well do children at Innellan Primary learn and achieve?*

The school continues to drive forward improvements in performance within literacy and numeracy. We have begun to teach French from P1-7 and have acquired resources to help support the learning and teaching. Pupils' stamina has improved with the introduction of the 'daily mile' and as part of PSD we have looked and discussed 'Body Image' with the P3-7 pupils and how to have a positive image of themselves. Pupils have been learning how to code and are able to write basic computer code. Scottish Opera help us, along with some of the other rural schools, plan and present an Opera titled 'Fever'.

*How well does Innellan Primary support children develop and learn?*

Innellan is a very inclusive school where we all work hard to ensure that everyone is treated fairly. As part of the pupil's learning journey have developed curriculum bulletins which are shared with the parents informing them of the learning that is going to be undertaken this term and how they can best support their child. These bulletins are then used to inform parents of how the pupils have got on and what they have achieved. Pupils host information evenings where they show and tell their parents about their learning journeys. We have introduced a wider achievement framework, linked to the 4 capacities, where the pupils are able to share achievements both in and out of school.

*How well does Innellan Primary improve the quality of its work?*

Innellan Primary has forged close links with Toward Primary and the staff across both schools work well together challenging and supporting each other, pupils have close links and once a week both schools are together. The Principal Teachers in both schools have taken on specific responsibilities as well as training as Autism Champions.

*How well does Innellan Primary School promote equality and diversity?*

All pupils and staff value and support each other, staff have undergone Respect Me training and our Anti-bullying Policy has been updated and linked to the authority guidelines. We promote understand of others and pupils are very inclusive and supportive of pupils with Additional Needs. We do daily check-in where the pupils state how they are feeling and why and this helps pupils have a positive start to the day as any issues they may be a barrier to their learning are dealt with as soon as possible.

## School Improvement Plan

Our priorities for session 2016/17 are:

Priority	Expected outcomes for learners which are measurable or observable
To raise attainment in literacy and numeracy	<ul style="list-style-type: none"> <li>• School policies on literacy and numeracy to be reviewed and up-dated to show what and how the pupils are learning.</li> <li>• Curriculum bulletins to be developed to include SAL's which will give pupils a greater understand of what they are learning and why they are learning it.</li> <li>• Pupils throughout the school will use their learning logs to record their learning journeys so they can share and talk about their learning to others.</li> <li>• Tracking documentation used to support learning and teaching will enable teachers to check the pupils' progress and help set the next steps in a pupils learning.</li> <li>• ASN champions trained and supporting staff in the school to access support and advice for individual pupils to ensure they get the appropriate support.</li> </ul>
To continue to improve assessment and moderation throughout the school.	<ul style="list-style-type: none"> <li>• Assessment information will be gathered and used to produce a clear overview of each child's progress.</li> <li>• Assessment information gathered will be used to identify pupils requiring support and support will be targeted.</li> <li>• Assessment information will be used to ensure that all pupils are making progress.</li> <li>• Pupils' work will be moderated to ensure consistency and support teachers' professional judgement.</li> </ul>
To continue to develop wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>• Positive relationships are proactively promoted where pupils are taught social skills. Staff observe pupils interactions over a period of time and comment on improvements.</li> <li>• Effective strategies are in place, which improve attainment and achievement for children who are looked after and/or with additional support needs. Support plans are regularly updated.</li> <li>• Learners will be able to link the learning in the classroom with their learning outdoors and the world of work and this will be evidenced in the discussions pupils will have with other pupils, staff and parents.</li> </ul>
Implement 2+1 Modern Languages	<ul style="list-style-type: none"> <li>• All pupils will begin to learn French and this will be evidenced in the pupils work, using everyday phrases throughout the day.</li> <li>• Pupils will complete the programme of work for year 1 and their progress will be recorded in a personal French diary. Teachers will use every day French in their lessons to increase pupil confidence and this will be linked to their planning.</li> <li>• A short block of a language will be evidenced in teachers planning and pupils will be able to say and use a few phrases/words of that language.</li> </ul>

# 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 Innellan Primary we encourage healthy eating. 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 (eligibility under Universal Credit is currently under review and may be amended)

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

### **Special Dietary Requirements**

We will do our best to accommodate special diets. A vegetarian option is available every day – please contact the school to arrange a meeting with the Catering Manager.

### **Health Care**

You can contact your school health staff at: -

Sharon McNab  
Dunoon Community Hospital  
Bencorrum Brae  
Dunoon, Argyll, PA23 7RL  
01369 704341

### **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](http://www.argyll-bute.gov.uk/education-and-learning/school-transport) for further information on school transport.

### Exceptional Requests

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

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

Exceptional transport requests can be made when:-

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

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

## **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.

## **Music Services**

The pupils from P5 upwards get access to a music instructor. The first year of music instruction is free thereafter there is a fee. Information on the fees is available from the school office.

## **Parental Access to Records**

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

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

## **Child Protection**

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

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see [www.argyll-bute.gov.uk/abcpc](http://www.argyll-bute.gov.uk/abcpc) for more information on child protection.

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

### *The Internet and Glow in Argyll and Bute Schools*

All schools in Argyll and Bute offer pupils controlled access to the Internet and Glow, Scotland's education intranet: <http://www.glowscotland.org.uk/>

The internet is now considered an essential part of a teacher's set of resources and is used for a variety of teaching and learning activities that contribute to our pupils' learning experience. In addition, access to the national intranet Glow offers a range of online facilities which support effective communication, opportunities to collaborate and learn with others, irrespective of location.

### *Educational benefits of the Internet and Glow*

The combination of the Internet and Glow's facilities contribute in a number of ways to Curriculum for Excellence. These are:

- enhanced subject learning across a wide range of curriculum areas as well as opportunities for independent study and participation in interdisciplinary studies;
- improved motivation and attitudes to learning;
- development of independent learning and research skills;
- improved vocational training;
- development of network literacy, ie the capacity to use electronic networks to access resources, create resources and communicate with others;
- social development.

### *Mobile Phones*

The policy at Innellan Primary is that mobile phones are not used to be used within the school premises ie they are switched off as soon as the pupil enters the school premises and may only be switched on when they leave. The only exception to this would be in an emergency or with the approval of a member of staff.

The school's systems prevent pupils from accessing the internet using other devices.

### *Parental Permission*

Parental Permission is required before primary pupils are provided with access to the Internet and Glow.

## **Transferring Education Data about Pupils**

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

## Emergency Closures

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions). You can also keep up to date with the latest information by calling 01546 604060.

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

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

**Argyll and Bute Council  
Community Services: Education  
School Holiday Arrangements  
2017/2018**

**Cowal**

Dunoon Grammar  
Strachur Primary  
Kilmodan Primary  
Tighnabraich Primary

Sandbank Primary  
Innellan Primary  
St Mun's Primary  
Lochgoilhead Primary

Dunoon Primary  
Strone Primary  
Kirn Primary  
Toward Primary

TERM	BREAK	DATES OF ATTENDANCE		PUPIL DAYS	WORKING DAYS
First			14 & 15 August 2017 Teachers' In-service Days		
		Open	16 August 2017 Pupils Return		
	October	Close	7 October 2017	38 (38)	40 (40)
		Open	23 October 2017		
		Close	24 November 2017	25 (63)	
			27 November 2017 Teachers In-service Day		
		Open	28 November 2017		
	Christmas	Close	22 December 2017	19 (82)	45 (85)
Second		Open	8 January 2018		
		Close	9 February 2018	25 (107)	25 (110)
			15 & 16 February 2018 Teachers' In-service Days		
		Open	19 February 2018		
	Spring	Close	29 March 2018	29 (136)	31 (141)
Third		Open	16 April 2018		
		Close	25 May 2018	30 (166)	30 (171)
	May	Open	29 May 2018		
		Close	39 June 2018	24 (190)	24 (195)

## 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](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](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed – <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications – [http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling – <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

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

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

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

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

## School Policies and Practical Information

Any parents/carers wishing any information on the school policies should contact the Head Teacher or school office

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>