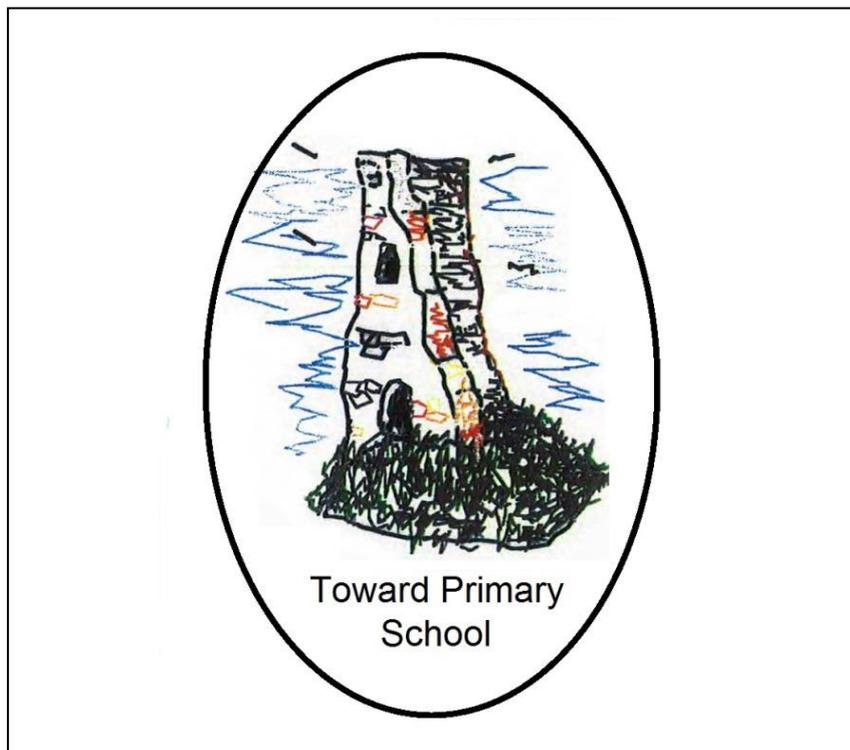




**ARGYLL AND BUTE COUNCIL
Community Services: Education**

**Toward Primary School
Handbook
Academic Year 2018/2019**



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

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GENERAL SCHOOL INFORMATION

Contact Details

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Head Teacher
Toward Primary School
Toward
PA23 7UG

Tel: 01369870259

Website: <http://www.toward.argyll-bute.sch.uk>

Email Address: enquiries-toward@argyll-bute.gov.uk

School Roll and Stages

Present Roll: 29
Class Stages: P1-3 and P4-7

Denominational Status: Non-denominational

School Staff

Acting Head Teacher:	Mrs Lisa Marle	(FTE 0.5)
Principal Teacher	Mrs Jaime Gerrish	(FTE 0.8)
Teachers:	Mr Mark Wakefield	(FTE 0.6)
	Ms Lynne MacDougall	(FTE 0.8)
	Mrs Fiona MacLean Physical Education	(FTE 0.05)

Support Staff	Mrs Laura Lauffer	Clerical Assistant
	Mrs Beryl Mayberry	Additional Support Needs Assistant
	Miss Rianne Emmerson	Additional Support Needs Assistant
	Mrs Julie Bicket	Classroom Assistant
	Mrs Julie Bicket	Catering Assistant
	Mrs Annette Gove	Janitor / Cleaner
	Mrs Kat Sims	Lunch Supervisor

School Day

School Opens 9.00am
Morning Interval: 10.30am - 10.45am
Lunch: 12.15pm - 1.00pm
School Closes: 3.00pm

Details of school holidays can be found on page 36.

Early Learning and Childcare Provision

All three and four year olds are entitled to 600 hours (pro rata) of free Early Learning and Childcare (ELC) and, for the first time, some two year olds will be eligible. This will help young children gain vital language and learning skills, improve their social development and help them do better at school when it comes. It will also support parents to work, train or study.

Please see <https://www.argyll-bute.gov.uk/early-years> for further information and for details of the nearest establishment/s offering early learning and childcare.

Visits of Prospective Parents/Carers

Parents and carers seeking a place in the school may arrange a visit by telephoning the school. Information for the enrolment of infant beginners appears annually in the local press. Please contact the school on 01369 870259 to arrange an appointment.

As well as a copy of this handbook parents and carers of children starting Primary 1 will receive a Reception Handbook containing more detailed information about the Infant Class.

We aim to make a child's transition to school a pleasurable experience by providing a welcoming and secure environment in which the child can learn.

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

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

School Uniform

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

In Toward Primary, the suggested uniform is as follow:

Navy/Black/grey Trousers or Skirt
White Polo Shirt
Navy jumper bearing the school logo
Black Shoes

Parents may purchase school uniform with the Toward School logo through Tesco – the details of the uniform are available through the school office. The school badge is also available to purchase through the school office

PE kit: Shorts, T-shirt, gym shoes/non marking sole trainers. Wearing of football strips is not permitted.

The school has waterproof trousers for the children to wear as required for Outdoor Learning but we ask that children provide their own wellingtons.

Pupils should bring in an apron or old adults shirt that they can wear to cover their clothing for art activities.

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
- Job Seeker's Allowance (Income Based)
- Employment and Support Allowance (Income Related)
- Council Tax Rebate or Housing Benefit (25% reduction for single occupancy is not included)
- Child Tax Credit and Working Tax Credit (income should not exceed £6,420)
- Universal Credit (monthly take home pay must be under £610)

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

Entitlement to Clothing Grants is assessed as part of the application process for Housing Benefit/Council Tax Benefit and you should complete an application form which is available at your local benefit enquiry office or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged). However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant for more information on School Clothing Grants.

Please note that the above eligibility criteria is correct at time of publishing, December 2017.

Parental Concerns

If you have any concerns about any aspect of your child's education or well-being please contact the school and discuss them with the teacher or head teacher.

Pupil Absence Procedures

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from the parent. We may do this by phone or text message.

If your child is unwell please contact the school before 9.30am to let us know what is wrong and how long you think your child is going to be absent. When your child returns to school they should bring a letter detailing what was wrong with first and last date of illness.

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:

We ask that you inform the school as soon as possible if your child is going to be absent giving us a reason and some indication of when you child will be returning to school. On your child's return to school they should bring in a letter stating reason and length of absence.

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
- Curriculum for Excellence Sessions
- Parent Evenings to discuss progress
- Meetings to support Transition
- Open door policy for parents wishing to discuss any concerns.

Opportunities for Parental Involvement

During the school day:

- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum eg topic talk, history, science, health,
- Practical activities in science, maths, social subjects, health education etc
- Supporting Forest School and Crofting Connection activities. (Presently some parents are trained to level 1 in Forest Schools.)
- Supporting educational visits.
- School concerts – making costumes, props etc
- Participating in whole school planning sessions.
- Developing school garden.

Outwith the school day:

- Fundraising events such as our annual BBQ.
- Extra curricula activities – athletics club etc
- Educational visits and sporting events
- 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 the Head Teacher.

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 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 on various aspects of the curriculum and what we are doing as a school. Parents 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

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

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both 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.

It is important to us that the pupils want to come to school and that they enjoy their learning.

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 is very much a part of the community and we encourage the community to attend any and all functions we have. We have an annual Daffodil Tea for the over 60's which is well attended and an annual BBQ which is attended by many people from both within and outwith the local community.

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

School and Community Links

As a school, we are very keen to foster and encourage links with different partners who are able and willing to offer their expertise and skills in various areas of the curriculum, depending on what work is being undertaken in the classroom.

As part of our Crofting Connections interdisciplinary topic we are working in close partnership with Innellan, Tighnabruaich and Strachur Primaries. We are enabling the pupils to meet and talk with pupils from other schools – pupils that they will meet when they go to secondary school. We are also in the process of developing a school garden and we are keen and want to actively encourage anyone who is interested in gardening and willing to help to come and support the school. We have also formed a close working partnership with Scottish Seafoods.

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 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.

The pupils have written our rules in consultation with staff and and they are recited by them each morning to ensure we have a positive start to each day:

I will come to school ready to learn.

I will respect the school and every person in the school.

I will look after the school.
I will be the best I can be.

As a school we use assertive discipline to discourage low-level disruption and in partnership with parents we have found this is very effective as each pupil is treated equally and fairly.

Celebrating Achievement

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

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others. Pupils are encouraged to share their personal achievements, medals etc that they have gained outwith school with their peers. We have a display board in the school where we post copies of certificates, photographs and articles to enable us to share the pupils' achievements with the whole school

Wider-Curricular Activities

Throughout the year children will be involved in a variety of activities such as Police Sports, Inter-School activities, Educational visits or evening activities. On such occasions parents and carers will be informed and transport arrangements clarified.

On the first Wednesday of each month we take our children for a Forest School Session to our Base Camp at Castle Toward. 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 and we have joint meetings with Innellan Primary School. The agenda is set by the whole school community and is run by the senior pupils. 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 that allow pupils to develop the 4 capacities. Effective interdisciplinary learning is planned around a clear purpose, based upon the experiences 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 skills and abilities for the 4 capacities.

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

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.

Literacy & Language

The school language programme covers:

- listening and talking
- reading
- writing



Language is taught through all areas of the curriculum. In listening and talking, children and young people are encouraged to extend their vocabulary through books, stories, rhymes, discussion, debate, presentation and co-operative working.

In learning to read children are systemically taught the mechanics of reading and the skills to enable them to read critically and appreciatively. Reading for enjoyment is encouraged through the provision of a wide range of books and library access. In our written work we aim to achieve high standards. At the early level children will be provided with experiences to help them understand the purposes of writing and to help them develop mark making skills. As children progress development is supported through the provision of opportunity to write meaningfully about real life events, frequently in the context of interdisciplinary themes. Good spelling and correct grammatical structuring are important components of our language programme.

As part of the government commitment to introduce a third language to primary pupils the whole school learns French and we are going to introduce another language once French is more fully established.

Numeracy & Mathematics

The school mathematics programme covers:



- number, money and measure
- information handling
- shape and movement

From the early stages onwards our children and young people will be encouraged to experience success in mathematics and develop the confidence to play with and explore numbers in a whole range of interesting interactive situations. They will be encouraged to apply their learning to help and solve everyday problems. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively

through discussion of mathematical ideas and concepts. In this school we aim to make mathematics fun for every child.

Science, Technologies, Social Studies, Religious and Moral Education

- Science and technologies – opportunity to explore and experiment, ask questions and try things out. To use different materials like wood, boxes, junk, bricks and building sets and different ways of making and joining things. To also become familiar with computer technology. Understanding the importance of sustainability and conservation has a high focus within our teaching and learning and is given real meaning through direct interaction with and study of our local and global environment.
- Social studies – opportunity to develop ideas and knowledge of their own lives past and present, their relationships within a local, national and global community.

- Religious and Moral Education – opportunities to share differences, experiences, traditions, religious customs and festivals of our own and others, and in later stages to participate in ethical debate.

Expressive Arts

In Expressive Arts we cover:

- art and design
- dance
- drama
- music

In this school children and young people explore a wide variety of different materials and techniques, which they can use to express themselves. This includes design and making models, painting, playing instruments, singing and listening to a variety of different types of music, dressing up both for imaginative role-play and performance.



Health and Wellbeing

In Health and Wellbeing we cover:

- mental, emotional, physical and social wellbeing
- planning for choices and change
- physical activity and sport
- relationships



In this school we promote health and wellbeing through the provision of opportunities to:

- take part in activities such as play, recreation and sport which contribute to healthy growth
- be heard and involved in decisions which affect themselves
- play active and responsible roles within the school with guidance and supervision
- overcome social, educational, physical and economic inequalities within our school and to value differences

In promoting health and wellbeing we seek to provide our children with:

- protection from abuse, neglect and or harm
- access to attaining the highest standards of physical and mental health with access to health care and support in learning and to make healthy and safe choices
- support and guidance in learning and in the development of their skills, confidence and self esteem
- a nurturing, caring family atmosphere

We achieve these goals through provision of a secure, warm and caring environment where praise is given appropriately and where a sense of humour is encouraged. Children are made aware of the rules for their safety and know where help can be sought in cases of worry or upset. They are helped to develop increasing independence in choosing and organising and in

personal hygiene. They are encouraged to persevere with tasks which at first may present some difficulties. Children are encouraged in developing positive relationships and in developing a caring and sharing attitude towards others. We are an accredited Health Promoting School.

Interdisciplinary Learning

Throughout each session pupils will be given the opportunity to participate in a 3 or 4 interdisciplinary topics. Some of these interdisciplinary topics will be fairly short (Health week) and some of them can span over a longer period of time (Space, Fairyland). The interdisciplinary topics will draw on experiences and outcomes from several different curriculum areas. One of our major Interdisciplinary topics is Crofting Connections where we are working in partnership along with Tighnabraich, Strachur and Innellan with us studying a different aspect each year. This gives the pupils the opportunity to build partnerships with each other and with a wide variety of local organisations (ie Loch Fyne Oysters, crafts people, local farmers etc).

Learning Opportunities

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

The Senior Phase

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

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

Each young person will, in practice, have discussions with teachers and parents/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 termly curriculum bulletin 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

Any parent wishing more information about the curriculum and what is being taught here at Toward should contact the Head Teacher.

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.

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 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.

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

ASSESSMENT

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
- Personal learning planning – 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.

The Scottish National Standardised Assessments (SNSA)

From August 2017 the Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace the variety of existing standardised assessments that local authorities and schools use at the moment.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focus on aspects of reading, writing and numeracy and all children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy.

The online assessment system will produce feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help

plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential.

REPORTING

Reporting informs parent/carers of progress. Throughout the year there will be many opportunities for 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.

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

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

TRANSITIONS

nursery to primary, from primary to secondary, from secondary to further education and beyond.

Starting Primary One

Children in Scotland who reach the age of five years between 1st March 2018 and 28th February 2019 should start school in August 2018. 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 Toward Primary School is:

Dunoon Grammar School
Ardenstrate Road
Kirn
Dunoon
PA23 8LU

Tel: 01369705010

Website: <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, 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 especially Toward Primary as we share a Head Teacher and the staff and pupils work in close partnership. 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 20th 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 (www.education.gov.scot/) 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.

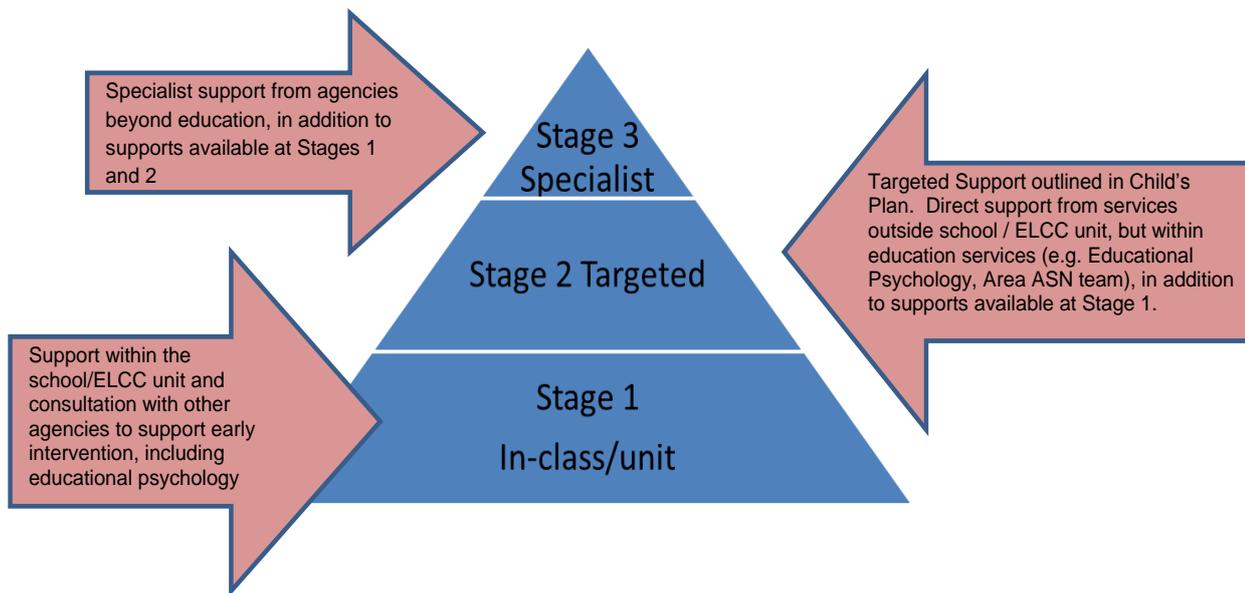
Stage 3 – Specialist input.

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.

- ◆ 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 annmarie.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) 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

At Toward we aim to ensure that our pupils become successful learners, confident individuals, responsible citizens and effective contributors by ensuring the pupils have the opportunity to participate in a wide variety of events as part of Curriculum for Excellence.

Toward Primary School is an inclusive school where we all work hard to ensure that everyone is treated fairly.

Improving Standards

The school continues to drive forward improvements in literacy, numeracy and health and wellbeing.

We have developed a close working relationship with Innellan Primary where the staff, pupils and parents all work well together to support each other. As a school Toward Primary School makes full use of the outdoors to support the learning and teaching that goes on in school.

All pupils and staff are encouraged to value and treat each other with respect. We promote understanding of other peoples and the pupils are very inclusive and supportive of pupils with Additional Needs. We have a daily check-in to ensure a positive start to the day so pupils may raise any issues that may be bothering them and be a barrier to their learning.

School Improvement Plan

Our priorities for improving standards are:

To continue to raise attainment in literacy and numeracy.

To continue to improve assessment and moderation throughout the school.

To continue to develop wellbeing, equality and inclusion

Attendance and Exclusion

Year	Exclusions	Absence	Attendance
2012-2013	0	5.56%	94.44%
2013-2014	0	4.25%	95.75%
2014-2015	0	5.40%	94.60%
2015-2016	0	4.01%	95.99%
2016-2017	0	3.97%	96.03%

SCHOOL POLICIES AND PRACTICAL INFORMATION

Snack Provision (Early Learning and Childcare only)

There are no charges for the 5 sessions of early learning and childcare education provided each week for eligible children.

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 Toward Primary we encourage healthy eating. Our school tuck shop has healthy options such as raisins and rice cakes, which are sold at reasonable prices.

School lunches are planned so that children can choose a well balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily.

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

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Free School Meals

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
- Job Seeker's Allowance (Income Based)
- Employment and Support Allowance (Income Related)
- Child Tax Credit but not Working Tax Credit (income should not exceed £16,105)
- Child Tax Credit and Working Tax Credit (income should not exceed £6,420)

- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (monthly take home pay must be under £610)

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

A free school lunch will also be available to children who attend nursery and receive their free early learning and childcare over lunchtime if parents receive one of the benefits listed above.

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

Please see www.argyll-bute.gov.uk/education-and-learning/free-school-meals for more information on Free School Meals.

Please note that the above eligibility criteria is correct at time of publishing, December 2017.

Special Dietary Requirements

If your child has any special dietary requirements please contact the school so that suitable arrangements can be made.

Health Care

You can contact your school health staff at: -

Sharon McNab
School Nurse
Dunoon General Hospital
Argyll Street, Dunoon
Tel: 01369 708351 email: s.mcnab@nhs.net

Administration of Medicines

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

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions

such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

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

Transport

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

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

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

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

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

Exceptional Requests

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

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

Exceptional transport requests can be made when:-

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

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

Education Maintenance Allowance (EMA)

EMA is a weekly payment of £30, paid fortnightly in arrears, for eligible students aged 16 to 19 who are continuing in post-compulsory education. The allowance is means-tested based on household income and is payable fortnightly in arrears during term time. Payments will be made direct to the student's own bank account.

Further information and full eligibility criteria can be found at <https://www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance> or by emailing ema@argyll-bute.gov.uk

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 for more information on child protection.

Weapons Incidents in Educational Establishments

A joint protocol has been agreed between Police Scotland, Argyll and Bute Council and West Dunbartonshire Council for dealing with any weapons incidents in schools. It is therefore important to make parents aware of rules and expectations in relation to weapons and the response to allegations of weapons possession. Weapons must in no circumstances be brought to school and pupils will be encouraged to share any knowledge of weapons with teaching staff.

The purpose of the protocol is to maximise the safety of children and young people and to safeguard the welfare of all persons involved in any weapons-related incident, including any alleged perpetrator, through an effective multi-agency response. All incidents involving weapons at any educational establishment where a person under the age of 18 is educated, and any incident involving a child less than 18 years being in possession of a weapon, will trigger the operational response summarised below. Every incident will be thoroughly investigated and recorded.

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.
- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon out-with an educational establishment, Police Scotland will alert the authority of the incident.
- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

Please contact the school if you require a copy of the full weapons protocol document, which includes a summary of police powers and duties of search in relation to weapons. Please note that unless parents/guardians contact the school to indicate a concern, they are giving their implied consent to the policy.

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 Toward Primary is that mobile phones are not to be used within the school premises i.e. 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.

Parent and Pupil Agreement

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

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

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

SCHOOL TERMS AND HOLIDAYS – ACADEMIC SESSION 2018/2019

Argyll and Bute Council Community Services: Education School Holiday Arrangements 2018/2019

Cowal

Dunoon Grammar
Strachur Primary
Kilmodan Primary
Tighnabruaich Primary

Sandbank Primary
Innellan Primary
St Mun's Primary
Lochgoilhead Primary

Dunoon Primary
Strone Primary
Kim Primary
Toward Primary

TERM	BREAK	DATES OF ATTENDANCE		PUPIL DAYS	WORKING DAYS	
First			10 & 13 August 2018 Teachers' In-service Days			
		Open	14 August 2018 Pupils Return			
	October	Close	5 October 2018	39 (39)	41 (41)	
		Open	22 October 2018			
		Close	23 November 2018	25 (64)		
			26 November 2018 Teachers In-service Day			
		Open	27 November 2018			
	Christmas	Close	21 December 2018	19 (83)	45 (86)	
	Second		Open	7 January 2019		
			Close	8 February 2019	25 (108)	25 (111)
			14 & 15 February 2019 Teachers' In-service Days			
Open			18 February 2019			
Spring		Close	29 March 2019	30 (138)	32 (143)	
Third		Open	15 April 2019			
		Close	18 April 2019	4 (142)	4 (147)	
		Open	23 April 2019			
	May	Close	24 May 2019	24 (166)	24 (171)	
		Open	28 May 2019			
		Close	28 June 2019	24 (190)	24 (195)	

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at December 2017:

General

Contact details for all Argyll and Bute Schools –

<https://www.argyll-bute.gov.uk/education-and-learning/schools>

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>

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>

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 –

<https://education.gov.scot/parentzone/>

Education Scotland's Communication Toolkit for engaging with parents/carers –

<https://education.gov.scot/improvement/Pages/par2engagingparentstoolkit.aspx>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Journey to Excellence - provides guidance and advice about culture and ethos –

<https://prezi.com/pinge66owybn/copy-of-journey-to-excellence/>

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 Curriculum for Excellence – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)
and
<http://www.gov.scot/Topics/Education/Schools/curriculum>

Information on assessment -
<http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Broad General Education (general) -
<https://education.gov.scot/scottish-education-system/Broad%20general%20education>
and
<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -
<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Information on the Senior Phase – <https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase>

Information on Skills for learning, life and work –
<http://www.sqa.org.uk/sqa/63101.html>

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.gov.scot/Publications/2011/02/16145741/20>

Information about how progress is assessed –
<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

Curriculum for Excellence factfile - Assessment and qualifications –
<https://www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

Information on assessment and achievement –
<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

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.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionsfactfile>

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 – <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/Planning%20for%20choices%20and%20changes>

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>

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>

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/>

Equality and Inclusion -
<http://www.gov.scot/Publications/2012/02/7679/3>

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

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

<https://education.gov.scot/>

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

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>