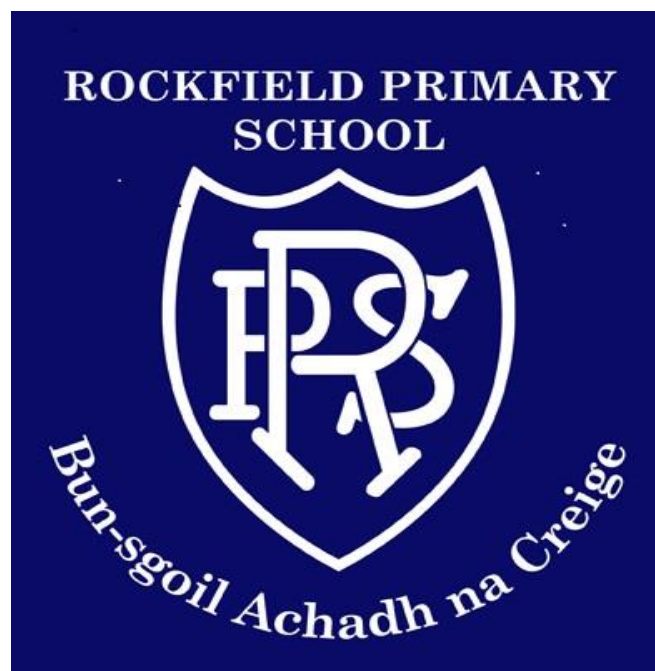




ARGYLL AND BUTE COUNCIL
Community Services: Education

Bun Sgoil Achadh na Creige
Rockfield Primary School Handbook
Academic Year 2019/2020



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

CONTENTS

GENERAL SCHOOL INFORMATION	4
Contact Details.....	4
School Roll and Stages.....	4
School Staff.....	5
School Day.....	7
Early Learning and Childcare Provision	7
Visits of Prospective Parents/Carers.....	8
School Uniform.....	8
School Clothing Grants	9
Parental Concerns	10
Pupil Absence Procedures.....	10
Parent / Carer Contact Details	12
The Complaints Procedure	12
PARENTAL INVOLVEMENT	12
Becoming Involved in School.....	13
Opportunities for Parental Involvement.....	13
Parent Councils.....	14
Parentzone Scotland.....	14
SCHOOL ETHOS	16
School and Community Links.....	17
Promoting Positive Behaviour.....	18
Celebrating Achievement	19
Wider-Curricular Activities.....	19
Pupil Council	19
CURRICULUM FOR EXCELLENCE (CfE).....	20
Learning Opportunities.....	20
Curriculum Levels	20
The Senior Phase	21
Skills for Learning, Life and Work.....	21
16+ Learning Choices	22
The Pupils' and Parents' Voice	22
The Curriculum at School, Local and National Level.....	22
Careers Information Advice and Guidance	22
Financial Guidance	23
Drugs Education.....	23
Religious and Moral Education.....	23
ASSESSMENT	24
The Scottish National Standardised Assessments (SNSA).....	24
REPORTING	25
TRANSITIONS.....	25
Starting Early Learning and Childcare.....	25
Starting Primary One.....	25
Transfer to Secondary School.....	26
Moving from Stage to Stage.....	26
Moving Between Schools.....	26
Liaison with Local Schools	27
Leaving School.....	27
SUPPORT FOR PUPILS	27
Support Arrangements for All Pupils	27
Identifying and Addressing Additional Support Needs	28

Staged Intervention	28
Further Information about Additional Support Needs	30
SCHOOL IMPROVEMENT	32
Main Achievements	32
Improving Standards	32
School Improvement Plan	32
Attendance and Exclusion	32
SCHOOL POLICIES AND PRACTICAL INFORMATION	33
Snack Provision (Early Learning and Childcare only)	33
School Meals	33
Free School Meals	34
Special Dietary Requirements	34
Health Care	34
Administration of Medicines	35
Skin Protection	35
Transport	35
Education Maintenance Allowance (EMA)	36
Insurance	36
Music Services	37
Parental Access to Records	37
Child Protection	37
Weapons Incidents in Educational Establishments	37
Acceptable Use of Personal Internet Enabled Devices / Using the Internet, Email and Glow	38
General Data Protection Regulations (GDPR)	39
Short Visits	40
Emergency Closures	40
SCHOOL TERMS AND HOLIDAYS – ACADEMIC YEAR 2019/2020	42
USEFUL LINKS AND CONTACT DETAILS	43

GENERAL SCHOOL INFORMATION

Contact Details

Mrs. Caroline Fothergill
Head Teacher
Bun Sgoil Achadh na Creige / Rockfield Primary School
Oban Primary Campus, Lower Soroba, Oban, Argyll. PA34 4SB
01631 568090
www.rockfield.argyll-bute.sch.uk/

enquiries-rockfield@argyll-bute.gov.uk

School Roll and Stages

Present Roll: 367
English Medium-320
Gaelic Medium-47
Class Stages:

English Medium:	Gaelic Medium:
P1a-23	P123G- 22
P1b-24	P4G-8
P2-29	P567G-17
P3b-27	
P3a-25	
P4-31	
P5/4-24	
P5-32	
P6a-29	
P6b-27	
P7a-23	
P7b-26	

Rockfield Primary School is a non- denominational school.

School Staff

Head Teacher:	Mrs. Caroline Fothergill
Depute Head Teacher:	Mrs. Margaret Cain
Depute Head Teacher:	Miss Laura Fawdry
Principal Teacher – Gaelic:	Vacancy
Principal Teacher:	Mrs. Elaine Campbell
Clerical Assistants:	Mrs. Karen Mackie
	Mrs. Carol MacPherson
	Mrs. Ethel Johnston
	Mrs. Margaret MacLeod
	Mrs. Helen Smith

Early Years Department

Senior Childcare and Education Worker:	Ms Louise MacRae
Childcare and Education Worker (English):	Miss Jenna MacCuish
	Mrs Emma Parr
	Miss Emma Campbell
Childcare and Education Worker (Gaelic):	Mrs. Anne MacFadyen
	Mrs. Karen Campbell

Gaelic Medium Department

P3/2/1G:	Mr Kieran MacInnes
P4G:	Miss Roisin McArthur
P7/6/5/4G:	Mrs Keira Jackson
Gaelic Language Auxiliary:	Mrs. Mary MacLellan

English Medium Department

P1:	Mrs. Elaine Campbell
P1:	Miss Margaret Brodie
P2:	Miss Hayley MacMillan (NQT)
P3:	Mrs. Adele Gillies(Miss Pauline Seath- currently covering Mrs Gillie's maternity leave)/ Mrs Acey
P3:	Mrs. Jenny Cringean/ Mrs Kerry McClure
P4:	Mrs. Jade Brown (NQT)
P5/4:	Mrs. Gail MacLeod
P5:	Mrs. Leanne MacKay/ Miss Elspeth MacDonald
P6:	Mrs. Claire Campbell
P6:	Miss Gill Foster
P7:	Mrs. Dorothy Simpson/ Miss Aileen Stoddart
P7:	Miss Fiona Cameron
Music Teacher:	Miss Rosie Lindsay

P.E. Teachers:	Mr. Neil Donald Miss Cara Potts Mr Callum Murray
Gaelic (GLPS) Teacher:	Mr Kieran MacInnes
Pupil Support Teacher:	Mr. Robert Burney / Mr. Donald MacLeod
Youth Worker (PEF):	Miss Joan Beaton
<u>Support Staff</u>	
Pupil Support Assistants :	Miss Karen Donald Miss Mel Williamson
Additional Support Needs Assistants	Mrs. Fiona McLarty Miss Shirley Wallace Mrs. Helen Smith Mrs. Margaret MacLeod Mrs. Nicola Lockhart Mrs. Elizabeth Deverill Mrs. Tracy McCaig
Classroom Assistants	Mrs. Marian McCuish Mrs. Kate Bate Mrs. Margaret MacLeod
Additional Support Needs Department (Learning Centre)	
Additional Support Needs Teacher:	Mr. Dominic Garvin
Additional Support Needs Assistants:	Ms Kirstie Smith Mrs. Kerry Tait Mrs. Lynne Robertson Miss Karina Devlin
Instrumental Department:	
Strings Instructor:	Mrs. Hazel Clark
Piping Instructor:	Mr. Angus McColl
Brass Instructor:	Mr. Martin Douglas

Catering Department

School Meals Supervisor:	Mrs. Morvern MacDougall
School Meals Attendant:	Mrs. Christina McMillan Mrs. Lorinda Madden Mrs. Tracy Lopez Miss Lisa Brown Miss Alison MacKichan Mrs. Marion Millar

Building Management Department

Senior Facilities Manager:	Mr. Ernie Harkness
Facilities Manager:	Mr Lewis Preston
Senior Janitor:	Mr. Keith Millar
Janitors:	Mr. Andy Miller Ms Sara Probert

School Day

ELCC (Nursery)

Morning Session:	8:45am - 11:55am
Afternoon Session:	12:15pm - 3:25pm

P1-P7

Morning session 1:	9:00am - 10:30am
Morning break:	10:30am - 10:45am
Morning session 2:	10:45am - 12:15pm
Lunch break:	12:15am - 1:15pm
Afternoon session:	1:15pm - 3:15pm

Details of school holidays can be found on page **42**

Early Learning and Childcare Provision

All eligible two, 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.

Rockfield Primary School provides pre-school education in both English and Gaelic medium. If you wish to discuss both of these medium prior to registration, please arrange a meeting with a member of the management team through the school office.

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

Rockfield Primary School provides pre-school education in both English and Gaelic medium. If you wish to discuss both of these medium prior to registration, please arrange a meeting with a member of the management team through the school office.

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 Rockfield Primary School, the suggested uniform is as follows:

BOYS: Navy trousers or shorts
Navy V-neck jumper, navy round necked jumper or navy cardigan
White shirt or polo-shirt
School tie

GIRLS: Navy skirt/dress, trousers or shorts
Navy V-neck jumper, navy round necked jumper or navy cardigan
White shirt or polo-shirt
School tie

PE KIT: White or clan t-shirt
Navy shorts
Change of trainers/plimsolls

Clan colours:

Dunollie:	Blue
Aros:	Green
Duart:	Red
Gylen:	Yellow

Please also ensure that your child has an apron or old, large shirt to protect their uniforms during messy 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 (August 2018) and that this may be subject to change by the start of August 2019. The link above will contain the most up-to-date information.

Parental Concerns

Concerns can be raised at any time. In the first instance, it is best to contact the member of the management team with responsibility for the class your child is in:

P1	-	Mrs. Elaine Campbell
P2-4	-	Mrs. Margaret Cain
P5-7	-	Miss Laura Fawdry
Gaelic Classes	-	Mrs Caroline Fothergill
Learning Centre	-	Mrs. Caroline Fothergill

Concerns can also be raised with the Head Teacher at any time.

We will always endeavour to address and resolve concerns at the earliest opportunity.

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.

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:

Parents and carers **must** notify the school by 9:30pm on each day of absence, due to illness, otherwise the school is required to contact the parents to ensure that your child is in your care and not missing. In the event that the school cannot contact you, we will contact your designated emergency contacts. We may do this by phone or text message. If we are unsuccessful with them, we may then contact the Social Work Department and/or Police.

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 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:

Parents and carers **must** notify the school by 9:30pm on each day of absence, due to illness, otherwise the school is required to contact the parents to ensure that your child is in your care and not missing. In the event that the school cannot contact you, we will contact your designated emergency contacts. We may do this by phone or text message. If we are unsuccessful with them, we may then contact the Social Work Department and/or Police

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.

Parent / Carer 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

We have an existing PTA which incorporates the Parent Council and Parent Forum. All parents are welcome to become involved. As well as fundraising, the PTA groups promotes partnership with school and enables us to incorporate their views in the school improvement process. We also have an ELCC parents' group who meet regularly with our Depute Head, Mrs Cain to discuss issues relevant to nursery.

Homework can be a great way of supporting your child's learning in school. Parents/Carers are encouraged to continue to support their children's learning through supporting our homework policy:

- Homework tasks will focus on the core skills of literacy and numeracy.
- Reading homework will be issued from and may include preparation of reading texts, practice of common words and sight vocabulary.
- An additional task will be issued and will either be a literacy task (spelling or writing) or a numeracy task (based on mental agility)
- Sufficient time will be given for homework to be completed
- We will support children who struggle to complete homework
- We will also offer suggestions of ways to continue learning at home through target letters
- We will not issue practical homework tasks which require lots of time, material and input
- We will not issue homework in August, the last two weeks of December or the last two weeks of June
- We will not issue homework to be completed at weekends or holidays

- We will not punish children who for whatever reason are not able to complete homework tasks

We communicate with parents/carers in the following ways:

- Text
- Email
- Use of the “Xpressions” App which can be downloaded on to your smartphone.
- We also use letters and phone calls to keep in touch with parents/carers.

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.

Opportunities for Parental Involvement

The school welcomes family members in the following ways.

In the forthcoming two sessions, the school will engage with families and community during the school day through:

- Helping in the pre-school class
- Art / Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading / phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities, e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits / trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

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

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

Parent Councils

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

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

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

You can find out more about your Parent Council by contacting the Head Teacher or emailing the PTA (which incorporates the Parent Council): rockfieldpta@hotmail.co.uk

Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



Information and advice on education
and learning for parents in Scotland

Be at the heart of your child's learning . . .

Sign up to receive our Parents and Carers e-bulletins
for the latest developments in Scottish education.

[edscot.org.uk/p/LQE-39I/subscribe](https://www.edscot.org.uk/p/LQE-39I/subscribe)

Email: enquiries@education.scotland.gsi.gov.uk

[education.gov.scot/parentzone](https://www.education.gov.scot/parentzone)



SCHOOL ETHOS

In order to help our children meet the challenges of this ever developing and ever more complex world, the existing vision, values and aims for Rockfield Primary are as follows:

Our Vision:

Work Hard Play Fair Achieve More

We will work together with children, staff and parents to create a dedicated learning community where skills for life learning and work are at its core. We aim to ensure that our ethos is inclusive, welcoming and transparent and that our curriculum leads to wider opportunities for achievement for all.

Our Values:

**Community Creativity
Achievement
Respect
Equality**

At Rockfield Primary School, we aim to enable our children to become successful learners, confident individuals, responsible citizens and effective contributors through development of the following attributes and capabilities:

successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</p> <ul style="list-style-type: none"> enthusiasm and motivation for learning determination to reach high standards of achievement openness to new thinking and ideas <p>capabilities</p> <ul style="list-style-type: none"> use literacy, communication and numeracy skills use technology for learning think creatively and independently learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations. 	<p>attributes</p> <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional well-being secure values and beliefs ambition <p>capabilities</p> <ul style="list-style-type: none"> relate to others and manage themselves pursue a healthy and active lifestyle be self-aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and make informed decisions achieve success in different areas of activity. 	<p>attributes</p> <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</p> <ul style="list-style-type: none"> develop knowledge and understanding of the world and Scotland's place in it understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues. 	<p>attributes</p> <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance <p>capabilities</p> <ul style="list-style-type: none"> communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems

- To provide a climate of care where the physical, social, spiritual, mental and emotional health and well-being of pupils and staff are met and strong partnerships with all parents and families are important and highly valued.
- To create a learning environment where there are high expectations of pupils, empowering and supporting them in setting challenging but achievable targets for themselves and providing opportunities for them to identify their most effective learning style thus creating successful learners.
- To enable young people to become responsible citizens who recognise and celebrate diversity in their school and community, respect others and whose good behaviour and personal integrity are reinforced.
- To help pupils become effective contributors who work towards an ethos of care, respect and fairness in their school, who actively enhance the success of their school and become positive participators in the wider community.
- To ensure that all pupils feel valued, supported and encouraged and their ideas and suggestions are welcomed and used, enabling them to become confident individuals whose achievements are recognised and celebrated.

Currently, our vision, values and aims are being reviewed in partnership with children, parents/ carers, staff and the wider school community.

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.

School and Community Links

The school is fortunate enough to benefit from positive links with a number of local organisations and community members. These include:

- School Chaplains - Rev Dugald Cameron and Rev James Beaton
- Community Development Worker - Maureen Evans
- Gaelic Development Officer - Duncan MacNeil
- Youth Engagement Officer - P.C Claire Brown
- Greenshoots Garden Organisation
- Oban Rotary Club
- Stramash Outdoor Learning Organisation

This is by no means an exhaustive list

We use our links with community organisations to inform and enhance our curriculum wherever possible.

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 school rules are as follows:-



Be sensible



Be respectful



Be hard working

Our approaches to promoting positive behaviour are based on the following “5 Pillars of Practice”:

Pillar 1 <u>Consistent, calm adult behaviour</u>	Pillar 2 <u>First attention to best conduct</u>	Pillar 3 <u>Relentless routines</u>	Pillar 4 <u>Scripted interventions</u>	Pillar 5 <u>Restorative follow up</u>
<p>All adult behaviour will be calm and controlled reflecting the vision and values of the school</p> <p>All adults will be kind, caring but demanding of the highest standards of behaviour</p> <p>Key values such as respect will be specifically taught through the HWB curriculum and revisited frequently throughout the year</p> <p>Expected behaviours are based on the three key rules of : Be sensible Be respectful Be hardworking will be taught, reinforced, modelled and applied consistently</p>	<p>Adherence to school rules and expected behaviour will be acknowledged quietly but regularly through verbal recognition:</p> <p>“Above and beyond” behaviours will be recognised through: Class achievement board which acts as a recognition of all achievements, but should include examples of positive behaviour which goes beyond expectations</p> <p>Clan Points</p> <p>We will continue to have P1-5 Pupil of the Week certificates.</p> <p>In P6/7 each month, class teachers (with the help of support staff) will select 2 children who through very positive behaviour have been selected to join the Head teacher for a Friday afternoon hot chocolate and snack. (2.30-3.00pm) They will be presented with a “surprise invite” in advance</p>	<p>The whole school will implement consistent; routines :</p> <p>Lining up quietly and quickly Moving through school in a calm and controlled manner- “Fantastic/Wonderful Walking”</p> <p>All children will be warmly welcomed to school each day (meet and greet)</p> <p>Manners- All children expected to demonstrate appropriate manners: Good Morning Good Afternoon Excuse Me Please/Thank you</p> <p>Speaking respectfully to one another and to all adults within the school community irrespective of their post or position.</p>	<p>The language of choice will be used with children .Clear consequences will be indicated as part of this e.g. <i>If you choose to.....</i> <i>There will be a consequence</i></p> <p>Cautions alongside reminders of the positive behaviour sought, will be delivered</p> <p>All children are expected to be accountable for their own behaviour. Consequences, where required, will consist of the following: Moving to a quiet area of the class Time out within another class Missing a break or part of a break. If a child misses a break, they will be supervised by a member of SLT and will be involved in something productive e.g. tidying library books, sharpening pencils.</p>	<p>Restorative conversations will be used with children who require further follow up based around the following responses:</p> <p>What has happened? What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected. . What needs to happen to put things right or to make things better in the future. Our pupil restorative practice group(Helping Hands) will be relaunched to enable more minor incidents to be effectively dealt with at the time</p>

Important messages for parents/carers

- **Our expectation is that you will work in partnership with school staff to support and reinforce these approaches**
- **We expect you to teach and reinforce respectful behaviour at home. Clear expectations around respectful and sensible behaviour begin at home.**
- **When we send positive notes home or certificates, we'd be grateful if you too would recognise and reinforce praise**
- **Children are always learning. We expect them to make mistakes. We also expect you to support us in helping us to change behaviours when they do not reach the expected standards. Promoting positive behaviour is a shared responsibility.**
- **Children with significant additional support needs will require and are entitled to a highly personalised approach.**
- **We may ask you to meet with us if we need your help.**
- **Concerns and issues should always be raised with the school directly. We would ask that you be particularly mindful of your responsibility in using social media.**

Celebrating Achievement

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

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others. These are generally issued at weekly assemblies but the class teacher may choose to send home recognition of achievements through their own class certificates.

We also have an achievement display outside every class room in order that we can regularly recognise achievements of children both in and out of school

Wider-Curricular Activities

Currently we have a well-established Chess Club which is run by parents and local community members on a Monday after school for P4 and above.

Miss Lindsay, our music teacher, also runs our choir on a Monday lunchtime for P4-7.

Mr Millar, our janitor, runs a football club for P5-7.

At other times in the year other clubs will run for a block of time and parents/carers will be informed of these in good time.

From time to time we run homework clubs for both Gaelic and English pupils.

Pupil Council

Currently we run a Pupil Voice Group which represents all classes at Rockfield. We also have a number of senior pupil leadership groups who contribute to our school community. These include:

- Restorative Practice Group- "Helping Hands"
- Playground Leaders Group
- Paired Reading Group
- Anti-Bullying Group

CURRICULUM FOR EXCELLENCE (CFE)

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
- 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

Our pupils will have many opportunities to develop skills for learning, life and work, including literacy, numeracy, and health and well-being in and out of the classroom. Topics and contexts for learning are planned with relevance in mind and the opportunity to apply learning in real life or imaginary contexts. We use the language of skills with children on a regular basis and link this to our work on developing the young workforce.

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, encouraging them to create "Big Questions" and subsequently 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 "learning target" letters 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 any time through their child's Learning Journal and Homework Diary.

The Curriculum at School, Local and National Level

You can find out more about our curriculum at Rockfield Primary by requesting a copy of our curriculum rationale and curriculum map, both of which are updated annually.

Further curriculum information can be found by accessing the following links:

https://www.argyll-bute.gov.uk/sites/.../argyll_bute_vision_strategy_final_web.pdf

<https://education.gov.scot/parentzone/learning-in-scotland/curriculum-areas>

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

Financial education is incorporated into our progression pathways in Maths and Numeracy. Children are afforded opportunities to apply financial learning through planned learning experiences in line with the work undertaken in developing skills for life, work and learning.

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. Drugs education is part of our Health and Wellbeing Policy which can be found on our school website or if a copy is required can be obtained by contacting the Head Teacher.

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

We hold a parent/carer's evening in October and March where you can discuss your child's progress and next steps with the class teacher. We also send home your child's "Learning Journal" which gives a flavour of learning experiences and includes recognition of skills being learned. In June we send home a summary of your child's achievements.

You will also be invited into class regularly to share with your child their achievements.

Parents will get regular information about their children's strengths, progress and achievements. This will take account of their achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school, and learning outwith the school, including the wider community. At key points this will include information on the curriculum level children are working within and progress towards qualifications in the senior phase. Parents will be informed of what their children need to do to continue making progress and ways that they can help.

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.

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 Early Learning and Childcare

Once your child has been allocated a place in the early learning and childcare class you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child. Your child will be invited to join the early learning and childcare class with your support as necessary until they have fully settled.

Starting Primary One

Children in Scotland who reach the age of five years between 1st March 2019 and 29th February 2020 should start school in August 2019. 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 Rockfield Primary School is:

Oban High School

Soroba Road

Oban

Tel 01631 564231

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

You will be contacted by letter and offered a place for your child at Oban High 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 Oban High 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 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 (<https://education.gov.scot/scottish-education-system/Support%20for%20all>) 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 Child's Plan may 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. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

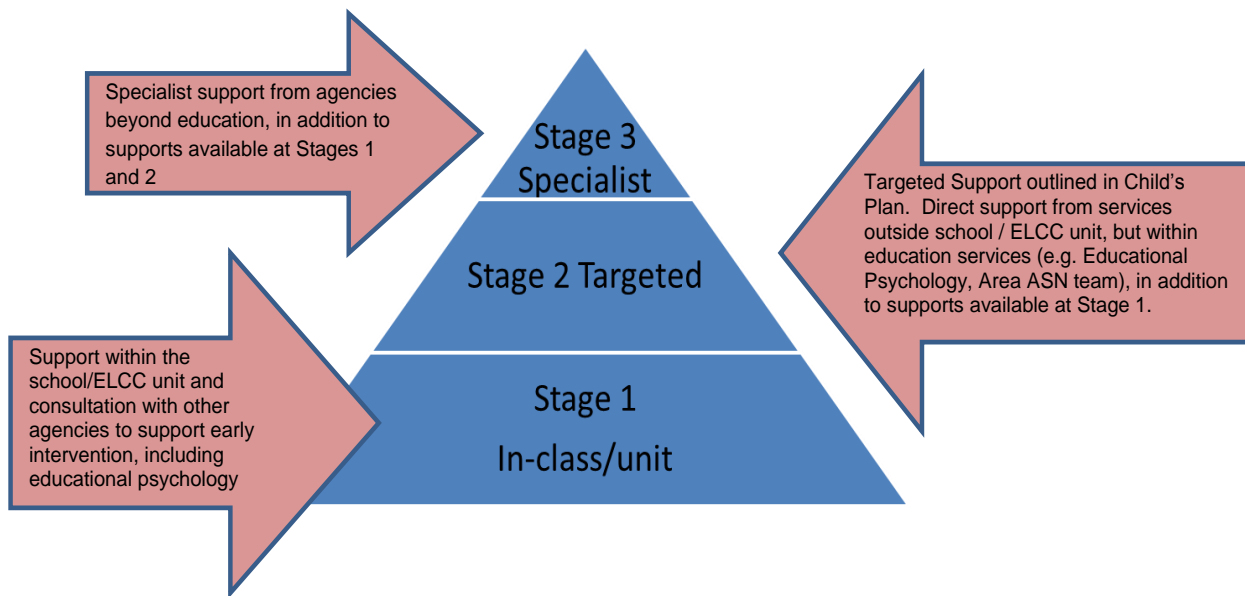
Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

Stage 3 – Specialist input.

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

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

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



Further Information about Additional Support Needs

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

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 Anne Paterson, Head of Education: Lifelong Learning and Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or Anne.Paterson@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

The main achievements of the school over the last 12 months are found within our annual standards and quality report. Please ask for a copy of this, or refer to the school website.

Improving Standards

Further information can be found in our standards and quality report. Please ask for a copy of this, or refer to the school website

School Improvement Plan

Our school improvement plan forms part of our standards and quality report. We also provide a summary of the school improvement plan for parents/carers. Please ask for a copy of this, or refer to the school website

Attendance and Exclusion

The average attendance for pupils in Argyll and Bute according to the most recent statistics demonstrates 93.7% attendance. As a school we monitor attendance on a termly basis. We will always alert parent/carers when attendance falls below the expected rate in order to be able to agree a plan of action to improve attendance levels. We also monitor occasions of lateness and if these reach a level of concern we will discuss this with parent/carers.

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. There is a charge of 40p per day for snack which can be taken daily, weekly, monthly or termly but must be placed in an envelope with your child's name and the amount enclosed clearly marked

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 Rockfield Primary we encourage healthy eating. Our school tuck shop has healthy options such as fruit, milk and water, 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.

Children who are entitled to free school meals are treated in exactly the same way as those who pay, and every attempt is made to ensure that their anonymity is protected.

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 (August 2018) and that this may be subject to change by the start of August 2019. The link above will contain the most up-to-date information.

Special Dietary Requirements

If your child has special dietary requirements please put detailed information in writing to the Head Teacher. Catering staff are trained to meet the needs of children who require specialist diets and we will work with parents/carers in advance to ensure your child is catered for

Health Care

You can contact your school health staff at the school health department on the following number: 01631 788988.

Our school nurses are Alice Johnston and Donna MacInnes.

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.

Skin Protection

Your child's skin may be affected by exposure to the sun, especially over the lunchtime period and other outdoor activities. It is a good idea for your child to wear a sun hat. If they have one, please put it in their school bag.

You should ensure your child has sunblock applied prior to arriving at school in periods of hot weather and if you wish them to have further applications at lunchtime then you should send in sun-cream/block and we can help your child apply it.

Face painting is occasionally carried out within schools. Parents will be informed when this activity is being planned.

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 Education Service provides musical tuition to pupils in primary five to seven in brass, strings and chanter. The school also currently provides a lunchtime and school choir led by our Music teacher Miss Lyndsay

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. See management circular 3.11 <https://www.argyll-bute.gov.uk/education-circulars>

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 / Using the Internet, Email and Glow

All children and young people will have access to various forms of technology and will use the internet, email (secondary pupils) and Glow. When accessing the Internet in school pupils must abide by the following rules:

All users should:

- access Internet pages which are directly related to the current task as identified by the member of staff in charge;
- save/download information related to the current task as identified by the member of staff in charge;
- report instances of misuse to the member of staff in charge;
- report suspicious sites or emails to the member of staff in charge;
- choose a strong password – preferably a phrase that you can easily remember;
- ‘logout’ at the end of each Internet or Glow session;
- treat all equipment and other users with respect.

Users should not:

- tell anyone their login ID or password;

- use portable storage devices brought from out with the school;
- attempt to circumvent the IT security systems and antivirus;
- send illegal or defamatory material; receive illegal material or material which is offensive or defamatory without informing the member of staff in charge;
- read emails intended for others;
- create rude or abusive emails about other people.

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school's name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.
- Never arrange by email to meet anyone you don't know in person.
- Never respond to nasty, suggestive or rude emails.
- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.
- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

Email access only applies to Secondary students. Privacy of electronic mail (email) is guaranteed. However, those who administer the system on behalf of the education service have access to all mail messages and have the right under legislation to investigate any user activities where suspicious use of the system is identified.

Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite, Glow RM Unify Launch Pad and Glow Meet.

General Data Protection Regulations (GDPR)

Updated legislation introduced in May 2018 and requires all businesses to protect and properly manage all customers' privacy data – this includes Local Authorities. The main changes under GDPR are:

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.
- It enables people to see what personal data is being held about them and to make sure their personal data is correct.
- It gives increased importance for the protection of children
- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

The full detail of the new legislation can be found at www.ico.org.uk

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

Children's work is often displayed in the classroom and school corridors. In addition, work is often displayed in other Council buildings as part of exhibitions. This may include their name.

Short Visits

During the pupil's school life, teachers may organise some activities which will take pupils out of school for up to an hour at short notice. These visits will be very local to the school (in general no greater than half a mile). Pupils will be supervised by their class teacher during these visits.

For any longer, pre-arranged school trips and all trips that require transport, official permission will be sought and Management Circular 3.25 will be adhered to - <https://www.argyll-bute.gov.uk/education-circulars>.

IF YOU HAVE ANY CONCERNS REGARDING ANY OF THE ABOVE YOU SHOULD CONTACT YOUR SCHOOL DIRECTLY TO DISCUSS INDIVIDUAL CIRCUMSTANCES

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 YEAR 2019/2020

School holidays for all schools within Argyll and Bute can be found here: <https://www.argyll-bute.gov.uk/education-and-learning/school-holidays>

Argyll and Bute Council Community Services: Education School Holiday Arrangements 2019/2020

Oban and Lorn, & the Isles

Achaleven Primary
Arinagour Primary
Barcaldine Primary
Bunessan Primary
Dalmally Primary
Dervaig Primary
Dunbeg Primary
Easdale Primary
Iona Primary

Kilchattan Primary
Kilchrenan Primary
Kilninver Primary
Lismore Primary
Lochnell Primary
Lochdonhead Primary
Luing Primary
Oban High
Park Primary

Rockfield Primary
Salen Primary
St Columba's Primary
Strath of Appin Primary
Taynuilt Primary
Tiree High/Primary
Tobermory High/Primary
Ulva Primary

BREAK	DATES OF ATTENDANCE	
		13 & 14 August 2019 Teachers' In-service Days
	Open	15 August 2019 Pupils Return
October	Close	4 October 2019
	Open	21 October 2019
	Close	22 November 2019
		25 November 2019 Teachers In-service Day
	Open	26 November 2019
Christmas	Close	20 December 2019
	Open	6 January 2020
	Close	7 February 2020
		13 & 14 February 2020 Teachers' In-service Days
	Open	17 February 2020
Spring	Close	3 April 2020
	Open	20 April 2020
May	Close	1 May 2020
	Open	5 May 2020
	Close	26 June 2020

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at November 2018:

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 toolkit for parental engagement and family learning –
<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

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

All school policies can be accessed through our school website:

www.rockfield.argyll-bute.sch.uk/

Please ask for a paper copy, should you require one.

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>

