

Aberuthven Primary School



School Handbook

Academic Session 2018/2019

School information

The information in this handbook meets the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parent about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

A copy of the school handbook is posted on the Perth & Kinross Council website and on our own website at www.aberuthvenprimary.org.uk

A hard copy of the handbook is available should parents require one, as is a version in an alternative format e.g. Braille, or a version translated into a community language other than English. Please contact the school in this event and we will be happy to help.

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
 - a) Language
 - b) Maths
 - c) ICT
 - d) Environmental Studies
 - e) Religious Observance
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer
13. Nursery

Introduction

Aberuthven School, situated 12 miles south west of Perth just off the A9, is a rural, village school serving a predominantly agricultural area.

As a small school both our classes are composite, that is, they contain more than one stage of pupil within the same class. Our two classes are Primary 1 – 4 pupils and Primary 5 – 7 pupils. Both classes have a differentiated curriculum so that every child is working at an appropriate level throughout the curriculum, particularly in language and maths.

The school is part of its surrounding community and as such it welcomes and encourages parental and local interest in its activities forming a successful and celebrated School Community.



Delineated Area

The school's catchment area boundary extends from the railway line at the east up to Broom of Dalreoch, west to Lawhill and down the railway line south of Damside.

Contact Details

Aberuthven Primary School, Aberuthven, Auchterarder, PH3 1HE.

Tel: 01764 661410

FAX: 01764 660087

Website: www.aberuthvenprimary.org.uk

E-MAIL: aberuthven@pkc.gov.uk

Stages P1 – P7

Present roll: 20

Non-denominational.

Head teacher: Mrs Nicola Tyrrell

Attendance

It is a legal requirement that parents ensure their children attend school regularly unless other arrangements have been officially put in place such as home or part-time schooling. The school is required to make official returns to the education authority showing numbers of absences and whether these are authorised or unauthorised. Any absence for which the school does not receive an explanation from the parent must be recorded as unauthorised, so it is important that we are always notified of the reasons for any absences.

If a child is going to be absent from school, parents should contact the school between 8.45 a.m. and 9.00 a.m. on the morning of absence if they have not already notified the school in advance. Unless the period of absence is specified (e.g. the pupil will be off all week), parents should continue to update the school daily.

Parents are discouraged from withdrawing their children from school for family holidays during term time due to the adverse effect this has on the continuity and progression of learning. Family holidays will be marked in school as an unauthorised absence.

Complaints

We have good relationships with our parents and carers and the school has as far as possible an open door policy. We are always open to suggestions about anything we need to improve and certainly want to know about anything which dissatisfies our parents or is making our pupils unhappy.

If parents have a complaint, it should in the first instance be addressed either to the class teacher or the Head Teacher, depending on the situation. Parents should telephone the school if at all possible to make an appointment just to ensure someone is available to give the matter adequate consideration. If any other pupil or member of staff is involved further investigation may be necessary at this stage to establish exactly what happened from all points of view and according to all witnesses. Formal complaints will be responded to, recorded and sent electronically to Perth and Kinross Council in line with its current Front Line Resolution policy.

There will be feedback to the parent who has made the complaint about:

- a) the outcome of any investigation which has been necessary
- b) action to be taken, if any, as a result of the complaint.
- c) the agreed actions having taken place
- d) the result of any such actions.

The parent's reaction to the above will then be noted and if the complaint is still unresolved its Front Line Resolution report will lead to its automatically being passed to the relevant officer of Perth and Kinross Council for further investigation.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

www.pkc.gov.uk/complaints

Communication with Parents and Parental Visits

Parents, both current and prospective, who wish to visit the School are asked to telephone the Headteacher to arrange a mutually convenient time for the visit. Parents are welcome to visit at any time should they have any matters they wish to discuss with staff and need not wait for formal contact evenings. Homework diaries can also be used as a method communication between Home and School.



The school aims to form an effective partnership with parents through good communication regarding all aspects of children's school lives. Our 'Reporting Jigsaw' which can be found on our School website, shows all of the ways in which we communicate with Parents.

Monthly Newsletters are issued to help keep Parents up to date with School news and forthcoming events. A noticeboard is available near the School gate on which parents as well as school staff can display information of general interest. Our School website offers up to date information, this can also be found on our School Twitter page.

Parents' Evenings are held in November and March and Open Afternoons and Evenings also provide parents with opportunities to find out more about curriculum developments.

School Ethos

Development of Pupils' Values

At Aberuthven School we are committed to promoting and maintaining a positive ethos throughout the school and have embedded a whole School nurturing approach in our everyday practise.

We use a restorative approaches when dealing with most problems as far as possible, encouraging pupils to collaboratively find an appropriate way forward and to make amends where necessary.

Children are encouraged to treat others and their belongings with care and respect, to listen to and value the beliefs, opinions and feelings of others and to express their own views confidently. The value of kindness to others is stressed continually and reinforced during whole School Circle Time and Good Work Assemblies.

Perth and Kinross Council's Equalities policy is fully implemented in our school, and linked across the curriculum where possible in activities such as discussing local, national and international current affairs.

A number of initiatives, curricular programmes and activities provide opportunities for pupils to develop personal and social skills within enterprise and citizenship. Children are regularly consulted on a range of issues including via regular pupil council meetings. When we want to gather information on children's views about their education or what may need changing in school we carry out a Pupil Forum where, working in small groups led by senior pupils, every child's opinion can be made known. The pupil voice within the school and the extent to which children's views are valued and acted upon was one of the key strengths noted in our Inspection report at June 2015.

School Aims

Aberuthven Primary School aims to:

1. Provide high-quality learning and teaching where learning is positive, constructive, active and enjoyable.
2. Provide a well-balanced, challenging but achievable learning experience for each child, extra-curricular as well as curricular, physical as well as emotional, which matches his or her needs and leads to the development of a wide range of skills and knowledge.
3. Enable all young people to develop the four capacities of responsible citizen, effective contributor, successful learner and confident individual.

4. Maintain a secure, nurturing, happy and positive atmosphere in which pupils develop a love of learning, learn effectively, appreciate that learning is a lifelong process and strive to achieve their full potential.
5. Develop in young people a sense of responsibility, fairness, independence, tolerance and respect for the rights and property of others through mutually acceptable behaviour.
6. Encourage young people to be outward-looking and prepared for involvement in the community, society and the world of work by developing personal qualities, skills and ambitions necessary for success in an ever-changing world.
7. Encourage young people to consider health in terms of all its elements - physical, social and emotional.
8. Build a good working relationship with parents, the community and associated agencies through communication, consultation and multi-agency working.
9. Support staff in their professional development.
10. Promote interaction between nursery, primary and secondary to deliver a coherent, continuous and progressive educational experience from 3 - 18.
11. Actively promote links with other schools in our Local Management Group to ensure sharing where appropriate of resources, experience and expertise.
12. Actively engage with the local community both during the school day and after school hours.
13. Act as a resource for the wider community, accepting that the wider community is also a resource for the whole school.

Culture, Ethos, Values, Aspirations for Pupils and celebration of Achievement

Our school culture is one which accepts each person completely, whatever strengths and challenges they may have. Children, staff and parents are encouraged to recognise their own value and worth through positive reinforcement and reflection. We value each member of our School community.

We celebrate pupils' success and achievements both in and out of school, during our weekly celebrating success Assemblies and via our displays around the school which provide a constant positive reminder of all our learning and work.

School & Community Links

Our school has links with Aberuthven Ablaze, our local bloom group, who supply us with plants for our planters each year. They were involved in helping us build a Polytunnel and raised bed for gardening activities.

The Community Council and local Rotary group also take an interest in the school and our older pupils participate, along with other local schools, in the Rotary Quiz, Rotary Photography Competition and Rotary short story competition.

We have a very well-supported and positive Parent Partnership, the Friends of Aberuthven, which is effective in organising fund-raising events for the benefit of the children and which, with the initial support of Duradiamond, has provided an outdoor classroom for the school. In 2016 another company within the village, Hadden Construction, came to speak to the Chair and Secretary of our Pupil Council and after hearing from them of the problems of mud and dust they paved the floor of the shelter for us free of charge.

We believe that a pupils from a small school benefit from linking up with others to broaden their friendship base and we join with other schools in the Auchterarder cluster throughout the year for a variety of sporting activities. We also take part with other schools in Perth and Kinross in larger cultural events such as the Creative Day of Dance.

We take an interest in global equalities and Fairtrade, supporting National initiatives such as Children in Need and contributing to a wide range of charities such as Sense Scotland, MacMillan nurses and Guide Dogs for the Blind, with whom we have sponsored 3 puppies.

As an Eco school we have our Silver Flag and are working towards our Green.

Positive Behaviour Management

For the benefit and safety of everyone in the school our aim is to maintain a high standard of discipline. This is promoted by a variety of rewards in and out of class plus reflections during assemblies.

Our main reward system centres on the school House system and House Points are in use by not only class teachers but also lunchtime and playground staff. Children are keen to win points for effort or particularly good behaviour, and these build towards the House Points Trophy and a special reward for the winning team on an annual basis.

We also use a 'Good to be Green' positive behaviour system where all pupils have the opportunity to earn their weekly 30 minutes of Golden Time, which takes place on a Friday afternoon. All pupils start each session of each School day on Green. Pupils must maintain this by following our School Golden Contract. If any pupil makes choices which break any of the rules in our Golden Contract the following steps would be followed by Staff. Pupils are given a verbal warning, a yellow card warning and if pupils continue to make wrong choices a red card. Each red card issued results in 2 minutes of Golden Time not earned. On a Friday during our 'Good Work' Assemblies, all pupils who have had a Green card all week are entered into tombola and one winner is chosen at random.

The school looks to parents to support us in maintaining a high standard of discipline and we are grateful that our messages are generally reinforced at home, for example by parents or carers discussing any sanctions in a constructive way and ensuring pupils understand that their behaviour needs to change. Parents will be informed at an early stage should any serious or recurring problems arise. Equally, parents should not hesitate to contact us should they themselves have any concerns about their child's behaviour in school. If a pupil starts to behave in a way which affects the learning or wellbeing of others, whether that be staff or pupils, our initial approach will often be to use some version of a home-school diary or star sheet to ensure good communication about what is causing concern and to keep parents informed of whether the problem is being resolved.

Discipline in school is based on positive, co-operative strategies. Where problems arise they are dealt with where appropriate using Restorative Approaches. This is an approach where all parties involved try to come to an agreement about what has gone wrong, how it can be fixed and how we can make sure it does not happen again.

Serious, continuing or recurrent discipline problems are dealt with in consultation with parents/carers and in line with local authority and statutory policy. We also have access to a range of support agencies if necessary such as the social work department, educational psychologist or behaviour support.

The school takes a firm stand against bullying. Issues arising which cause anyone distress are discussed either in or out of class and children are encouraged to be open and to "tell" about any worries or incidents. Children's reports of bullying are recorded, together with the responses of those who have been named as causing distress, so that patterns can be established and parents informed if necessary. Incidents are dealt with promptly, then followed up to ensure they are properly settled with no repercussions or recurrence. Perth and Kinross current procedures state that any established case of bullying must be recorded on SEEMiS, our computer-based record system.

Parental Involvement

There are a number of ways in which parents can help their children's learning in school and a number of organisations which help and promote this.

Many are online and are well explained on the relevant page of the PKC website which can be seen by clicking the following link:

www.pkc.gov.uk/parentalinvolvement

The school has a Parent Partnership group called Friends of Aberuthven.

Treasurer	Mrs A Bruce
Chairperson	Mrs R Whitelaw
Secretary (joint)	Mrs F Green
Members	Mrs K Watson



Parents' help and interest is greatly valued. Local village and business interest and involvement in the school's activities is always welcome. Each session a questionnaire is issued to parents to ask them how they or their families are able to help or support us in school, for example by helping in class, with after school activities or with transport to activities and events outwith the school. In line with Perth and Kinross Council policy and for the safety and wellbeing of children, all parents and members of the community who help in school on a regular basis are required to be PVG checked and those who transport pupils other than their own children are required to submit their driver's licence and car insurance to be checked by the school on a regular basis.

Parents are encouraged to share and comment on children's homework via reading / homework diaries and to let us know of any home circumstances which may be affecting their children at school.

Parents receive a monthly Newsletter giving them information on what has been happening at school, plus a news sheet containing school notices and a list of forthcoming events with relevant permission slips for trips, after school clubs, etc. Parents also receive an annual overview of events for the academic year.

Through 'Learning Journals Online' Staff and pupils are able to record pupil experiences and achievements on a safe online portfolio containing observation notes, pupil reflections, pictures, videos, piece of work etc which are then shared with Parents. Staff are also able to log progress and next steps which are also shared with Parents.

We welcome parents' comments on progress in learning and are particularly keen to meet with parents and carers to discuss any concerns at the earliest opportunity. Parents are encouraged to telephone in advance should they wish to discuss any issue to ensure there will be someone available to speak with them properly, because the Head Teacher is class committed most of the week. Although the office is not manned continuously, any messages left are normally responded to within 24 hours and an appointment can usually be arranged within a day or two, sooner if the matter is urgent.

We invite parents into the school on a regular basis. We have informal open afternoons / evenings, as well as more rehearsed annual events such as our Scottish Afternoon, Harvest, Christmas and Easter church services, sports day, 'Share the Learning' afternoons, fundraising events, Christmas Show and Easter Drama Club Show. Once a term each of our classes host a class led Assembly. Parents are also invited into school at the Summer Concert and our 'Celebration of Success' Assembly in June.

Parents' and Carers' views are gathered regularly on many aspects of school life, often by means of simple questionnaires, and parents are encouraged to feed back on current school policies which are accessible on the school website at:

www.aberuthvenprimary.org.uk

All parents are invited to become members of the Friends of Aberuthven, our parent council, and/or to attend some of its meetings.

Transitions

We believe that successful transitions are a vital part of pupils' success in school life. This includes transition on entering P1, transition between classes or staff, and the final transition when leaving us to go to Secondary school. At each transition point we try to ensure that children have as many experiences (for example visits) as we can provide to help make the transition easy for them, also that all relevant information is passed on and that meetings take place where necessary between staff from the different settings involved to ensure a smooth transition.

Enrolling for P1 normally takes place in January and is advertised locally. Children enrolling for P.1 at Aberuthven have opportunities to visit the school with their parents during the summer term. An induction morning is held in June when they come into school and spend time in their future classroom with their future classmates and, if possible, their future teacher. Both new Primary 1 pupils and their Parents are then invited to join us for a School lunch. There is also an information meeting for parents and carers at which they receive an enrolment pack and have the opportunity to ask questions of the Primary 1 teacher, the Head Teacher and other professionals involved with the children such as our Community Link Worker and Live Active Co-ordinator.

School staff also visit children in local nurseries to get to know them and if possible new entrants are invited to come into school for activities such as messy play and rhyme time. We also ask parents to complete an information booklet for us to alert us to any individual needs that might not be recorded elsewhere and help us know how best to support each child, for example if they become upset. Our school has a family atmosphere and we treat every child very much as an individual from the moment they come into our care.

When children transfer to Aberuthven Primary from another school or area we try to obtain their records from the previous school as soon as possible and where appropriate we may also contact the child's previous school for further information or clarification to ensure we have enough background knowledge to give him or her the best start possible with us.

We plan to ensure the smooth transition from class to class for each of our pupils and offer two 'jump up' days at the end of the summer term to support our pupils in this transition. Handovers between Staff members ensure consistency in approach across both classes in our School.

At the end of P.7 children from Aberuthven normally transfer to:

The Community School of Auchterarder (Secondary)
Auchterarder PH3 1BL
Tel: 01764 661200

A number of transition events take place during Primary 7 to enable children from Aberuthven to meet up with and make friends with children from other schools in the cluster who will be their classmates in S1. These include activities as varied as Fun in Athletics, a joint ski trip with Blackford and Dunning and the annual Enterprising Maths morning. Several of our transition events take place at The Community School of Auchterarder (Secondary) which allows our pupils to familiarise themselves with the school layout as well as coming into contact with some of the Secondary staff.

Secondary staff from the Community School of Auchterarder visit pupils at Aberuthven at various points throughout the School year. Transition meetings are held allowing the opportunity for Primary School staff to handover information regarding the strengths and needs of each individual pupil, particularly in the case of children with any worries or barriers to learning.

Our P7 pupils have the opportunity to go on a residential trip to Nethy Bridge outdoor education centre which is arranged annually for all feeder primaries in the Auchterarder catchment area.

If a child is at Aberuthven as a result of a placing request and lives outwith the catchment area for The Community School of Auchterarder (Secondary) another placing request form must be completed to apply for a place at The Community School of Auchterarder (Secondary). This request is then considered by Perth and Kinross Council.

Should any parent wish their child to transfer to a secondary school other than The Community School of Auchterarder (Secondary), they are recommended to read the 'Placing in Schools' section of the Basic Information Booklet which can be referred to in school or obtained from Education and Children's Services at Perth and Kinross Council.

Families are notified of details of transfer in the Spring Term. Parents of P6 pupils are also provided with information to help them prepare for the transition.

- **Arrangements to support pupils with additional needs to make successful transitions.**

If children have Additional Support Needs serious consideration is given to the level of transition planning required for them on a case by case basis.

Their transition arrangements, visits, etc. will usually begin earlier than their classmates' and there will be close liaison between our class teachers, Head Teacher, Additional Support Needs Teacher, our Community Link Worker and the relevant Support and Guidance Teachers in Secondary Schools to ensure that all necessary support is in place. Any ASN records we have will be passed on to support staff at the Secondary school.

The Curriculum

Our curriculum is based on the experiences and outcomes of the Scottish Curriculum for Excellence. These can be found on the Education Scotland website.

www.education.gov.scot

Learning within the school is active as much as possible and is designed to allow children to develop and progress at their own individual rate, supported and challenged as appropriate to attain the highest standards they can. Our policy for learning and teaching recognises the value of a range of teaching approaches and learning styles within which the achievements of every pupil are recognised and rewarded. We link pupil learning to activities in a real to life context to deepen pupil understanding and reinforce the purpose of their learning.



Language

The development of children's Literacy skills takes place in all areas of the curriculum. The skills necessary for communication to be developed are listening, talking, reading and writing. From the early years an atmosphere is created which encourages children to appreciate reading as an activity which will bring them great pleasure and personal satisfaction. Teachers ensure that children read a wide range of quality texts covering a variety of genres. Teachers model and teach the children in a systematic way all aspects of reading and writing. From an early stage, reference skills are taught and practised within a meaningful context.

Maths

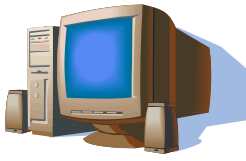
All aspects of Numeracy and maths are taught in a structured and interactive way. When appropriate, teachers develop children's numeracy skills within a context and will look for opportunities to ensure that these are linked to real life situations. Teachers will plan to teach mathematics using a variety of differing resources and approaches, children are encouraged to become independent mathematical thinkers, developing strategies that enable them to tackle problems alone, or in co-operation with peers.

Through primary years, practical experiences are incorporated alongside the computer and calculator to combine in fostering skills such as estimation prediction and data handling, whilst promoting a positive attitude towards mathematics and its value in everyday life. At Aberuthven Primary School, it is our policy to encourage daily interactive mental maths activities.

Information on the content of Curriculum for Excellence maths experiences and outcomes is available on the Education Scotland website.

www.education.gov.scot

ICT



Information and communication technology skills are developed and used across the curriculum and where possible within the contexts for learning rather than as discrete learning activities. Interactive Whiteboards are used in both classrooms to provide class access to motivating materials from the Internet. Pupils are encouraged to develop independence at the computer in searching for information and presenting their work in Powerpoint slideshows. ICT also plays a part in helping support children with barriers to learning, for example by using the Read and Write Gold programme. The school has four iPads which are used to develop children's skills using a variety of Apps including Puppet Pals and Keynote, and also to video learning experiences such as drama for self and peer assessment.

Environmental Studies

Our children are provided with motivating experiences in social subjects, enterprise and sciences which are responsive to current events and as far as possible linked across the curriculum. The big questions for investigation during topics are carefully planned to broaden the children's experiences across Curriculum for Excellence but the level of depth and particular subject matter come primarily from the children's own input with teacher guidance only if required.



Activities are planned to motivate all styles of learners and to ensure that all the thinking skills are covered as far as possible during each block. At least one topic-related trip out of school is usually planned for each class during the course of a school session.

Aspects of CfE studied in each class are recorded and tracked for each stage to ensure the coverage of a broad general education over each level as pupils move through the school. All pupils are given the opportunity to develop skills in Enterprise throughout the year, for example in making objects to sell or raising money for charity.

Social Studies are the study of:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Expressive Arts

Art, Music and Drama, are integrated into each whole class Topic but also stand as individual subjects. We also celebrate Expressive Arts through our School Christmas show and Summer Concert.

Details of the authority's music instrumental tuition are available in the second part of this handbook or can be obtained from the school.

Health and Wellbeing

We deliver a strong, nurturing ethos across our School and support each child individually to help them reach their full potential and flourish.

Pupils study aspects of Safety, Nutrition, Drugs and Relationships on a rolling programme, covering the experiences and outcomes of Curriculum for Excellence. Where possible these aspects are included in class topics to make them more relevant and some such as Social Wellbeing and Mental and Emotional Wellbeing will be constantly developed through the school ethos, Circle Time and the Bounceback programme.

Some important aspects of Health and Wellbeing (e.g. sexual relationship education, drugs and road safety) may not naturally form part of class topics and these are programmed to be taught discretely at certain points in the school year.

When sensitive areas such as drugs or sexual health are being covered in school, parents will be advised in advance and provided with the content of the materials being taught. They will be free to view these materials if they wish.

We promote healthy eating on an ongoing basis and pupils are continually encouraged to take school lunches, bring healthy packed lunches and / or bring healthy snacks for playtime. We celebrate 'Fruity Fridays' and encourage all pupils to bring along a piece of fruit as their snack on these particular days. We provide a number of opportunities for pupils to take part in cooking and baking activities over the course of the year, sometimes using produce we have grown in our own grounds or polytunnel.

Pupils have two hours of physical education per week enabling staff to deliver a full and varied programme of activities and at least one block of after-school sports activities is usually provided for each class during the session. Pupils take part in a block of Scottish Country Dancing in the lead up to Christmas.

A block of swimming lessons is provided for each pupil at some point during P4-7 years. The school also has an annual Health Week planned and co-ordinated by the Health Committee. The Health Week contains a wide variety of health-related activities led by a number of visitor including coaches, instructors and members of the local community.

Modern Languages

French is taught to all pupils from P1 onwards.
Children begin Spanish in P5.

The emphasis is on oral work. Children are encouraged to speak up confidently, use correct words and phrases and also to listen carefully so that they can develop an accent which would be understood by a native speaker.

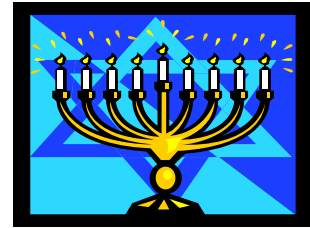
New vocabulary and phrases are taught in an active way in class using games, songs and role plays. Our P5-7 pupils also learn to use written French and to be accurate in their spelling and use of accents.

We have an annual 'Languages Week' where pupils take part in a variety of activities which celebrate various languages spoken around the world.

Religious and Moral Education

We aim to develop knowledge and understanding of the religious dimension of life. Pupils at Aberuthven explore the cultures and beliefs of many different religions, including Christianity, in a variety of ways. These will be linked where possible to current events or topic work, and following as far as possible the questions raised by the children themselves.

Children are encouraged to explore their own personal responses to a range of moral issues while building their knowledge of people of other cultures and beliefs. Where possible RME activities will involve a practical element e.g. using role play, research, song, debate, modelling or art activities. We attempt also to invite a variety of speakers into the school to give different perspectives on belief.



It is continually made clear to the children during their R.M.E. work that there are many different opinions about religion and that everyone is free to believe what they choose, including making the choice to have no religious beliefs at all.

Religious Observance

The Scottish Government report “Curriculum for Excellence – Provision of Religious Observance in Schools” (21st Feb 2012) says that every school should provide opportunities for religious observance at least six times a year, not including traditional celebrations like Christmas and Easter, and preferably more often than that.

Scotland is a society with a longstanding Christian tradition and our school assemblies focus mainly on that tradition, but Scotland is also home to people of many other religions whose beliefs may also be celebrated at our assemblies, particularly at times of the year when their important festivals are being celebrated.

Rev. James Atchison, Minister at Aberdalgie and Forteviot with Aberuthven and Dunning, may visit the school on occasion to lead some of our religious observance assemblies. Church Elders may also join us on occasion for our weekly Assemblies. At Christmas, Harvest and Easter we have hold services either in our School or in the Village Church to which parents are warmly welcomed.

Parental Rights

Parents are advised that they have the right to withdraw their children from religious observance or education, but should meet with the head teacher to discuss the matter first.

Assessment & Reporting

Assessment

The children’s progress is continuously assessed by teachers using formative assessment of children’s everyday class work and a keen observation of what they say, write, make and do. Assessment of written work may be done using traffic light system, “two stars and a wish” comments, or a combination of all three.

We use a wide range of different ways to assess children’s learning. Both self and peer assessment are planned for and give pupils the chance to consider the quality of their own work. We encourage pupils to use assessment information to celebrate their own achievements as well as form their next steps.

Writing

As well as ongoing formative assessment of writing in class we assess four times a year with “All On My Own” writing tasks of various genres across the whole school P1-P7. These pieces of writing are marked and assessed using Write to the Top criteria and children’s individual progress from year to year is tracked and discussed with the pupils as appropriate according to their age and stage of development, and records are kept of individual next steps agreed. Where we see a lack of progress we investigate whether there may be a specific learning difficulty contributing to this.

Reading

Pupil Reading skills and abilities are assessed formatively in class through ongoing observation and benchmarking assessments. Reading skills are taught explicitly in class and are given a real life context through Teacher led, group Guided Reading sessions.

Spelling

Pupils complete the ‘Single Word Spelling Test’ at the beginning of the academic year and again in January of the same academic year to establish the spelling age of each child, pinpoint any gaps in knowledge or understanding and ensure all pupils are progressing in their spelling skills.

Maths / Numeracy

Summative assessments may be used by teachers to confirm children’s understanding in real context tasks may be given to confirm that a pupil is secure at that level and can apply information and skills to solve an unfamiliar problem. Our tracking system for maths is based on the short assessment tasks of Heinemann Active Maths, though substitutes for these tasks can be taken from classwork as long as it is done under conditions where it is guaranteed to be the child’s own unsupported work. Identified next steps are discussed between pupils and Teachers setting collaborative targets.

Other areas of the Curriculum

The progression of each stage P1-P7 through the Experiences and Outcomes of Curriculum for Excellence is recorded on tracking grids at the end of each block of learning, and children’s individual progress in health, science, social studies, expressive arts, modern languages and RME are recorded in Teacher assessment records. These all contribute to discussions at the two parent contact sessions and to each pupil’s end of year parental report.

Teachers’ comments and assessments will be based on their professional judgement as to the extent to which each child is:

- a) Successfully learning new skills and information, supported by the teacher
- b) Working independently at a good standard, demonstrating knowledge and skills and
- c) Able to apply what they have learned in problems and new situations.

The summary of these across the curriculum provides a good picture of children’s overall progress through their broad general education and ensures they are progressing in their learning.

Tests

Teachers may use tests in any area of the curriculum if they wish to check on learning or understanding of particular facts or concept. Formative, ongoing assessment, however, will always be the main focus of our judgements and be moderated against local and National Expectations, for example Curriculum for Excellence Benchmarks.

Reporting

Reports are sent home on three occasions over the academic year, in October, March and June. Parents will receive two Interim Reports (in October and March) followed by an end of year Pupil Report.

Parent-Teacher meetings to discuss children's overall progress are arranged in November and March. We contact parents to arrange a suitable time but in cases where parents can manage neither of the two dates chosen, staff are happy to meet them after school on another day. Each child has a 10-minute interview time allocated with the teacher but again if there is more needing to be dealt with than can be fitted into the time available teachers are happy to arrange another meeting to continue the discussion.

Parents are welcome to arrange an appointment with class teachers to discuss their child's progress and attainment at any time. Initial discussions regarding progress should be with your child's Class Teachers.

Support for Pupils

We provide support for pupils both in and out of class, throughout the day, and are always considering their individual and wider needs in accordance with GIRFEC (Getting it Right for Every Child). More information on GIRFEC is available on the Scottish Government website.

Children are supported in their learning and social skills during class times, lunchtime and playtimes. The lunch hall is welcoming and supportive, catering for individual needs as much as possible and we have 2 playground supervisors on duty each playtime so that one member of staff is always monitoring and available even if a child requires first aid. All issues raised by parents regarding playtimes are communicated to playground supervisors and carefully monitored. We record all instances where children have been upset at play or lunchtime and take action where necessary to ensure that this is not repeated.

Pupils with Additional Support Needs

The school welcomes pupils with Additional Support Needs, whether these are physical, behavioural/emotional or specific learning difficulties. Individual needs of each child will be considered and reasonable adaptations made in class where appropriate e.g. for seating or particular resources which may aid learning. Playground and lunchtime supervisors will pay particular attention to pupils with Additional Support Needs where necessary to ensure they benefit fully from the play and social opportunities available.

The support required for each child is given full consideration and where appropriate a Child's Plan Meeting may be held to which all interested parties will be invited. Pupils who have significant additional support needs may have an Individual Education Plans (IEPs). These plans will build on pupils' strengths and outline clear targets which are reviewed on a regular basis by the child's Class Teacher and any other agencies providing support. Where appropriate, Support for Learning Assistants and/or additional teaching staff may be appointed or allocated to provide particular support for any such pupils.

Where necessary a Coordinated Support Plan may be established after consultation with parents, other agencies e.g. School Doctor, School Psychologist and Perth and Kinross Education and Children's Services.

If parents or carers feel that a child has Additional Support Needs which have not been

recognised they should contact the class teacher or Head Teacher in the first instance to discuss this. We welcome this contact from parents as we are keen to identify and support children through any barriers to their learning.

Perth and Kinross have a website providing excellent information and advice for parents of children with Additional Support Needs. Full details are available at the following link:

www.pkc.gov.uk/article/17278/Schools-additional-support-

The following organisations are also available to provide advice, further information and support to parents of children and young people with Additional Support Needs:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; www.enquire.org.uk We have a number of leaflets from this organisation on display in school for parents and pupils. Enquire offers independent, confidential advice and information on additional support for learning through their

Telephone Helpline: 0845 123 2303

Email Enquiry Service: info@enquire.org.uk

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

School Improvement

Information on the main achievements of the school over the last 12 months can be found on our Standards and Quality Report which is available on the school website

www.aberuthvenprimary.org.uk

We have improved literacy within the school by giving children more opportunities to develop, practise and demonstrate their learning in all aspects – listening, talking, reading and writing.

- Listening and talking have been developed in the early years through class discussions and structured curricular activities. Children learn not only to listen carefully and follow instructions but also to present to an audience. Children are given regular opportunities to feed back on their activities in class. In the upper stages children have frequent opportunities to discuss and present information, particularly in individual and group presentations of topic work. This has led to improved confidence and clarity for almost all pupils.
- Reading of some kind is a daily experience for children in the Early years and almost all children make consistent progress in terms of accuracy, fluency and expression. We have provided motivating literacy practice activities both on the computer and through games to develop key language skills for the younger children and maintained enthusiasm for reading in the upper stages by continuing to fund the Accelerated Reader programme which is run in association with library staff at The Community School of Auchterarder. Pupils have regular opportunities to read with the teacher either in groups or individually and almost all enjoy reading. We have developed earlier identification of potential learning difficulties due to visual stress (eye problems with print, especially black and white print) and coloured overlays and reading helpers are available in class for any pupil who finds them helpful.
- Opportunities for children to share their writing with the rest of the class and to have it put on display in school are motivating factors which along with some use of Write to the Top

strategies is leading to sustained and observable improvement in most children's writing. The standard of children's writing was one of the key strengths in our most recent Inspection in June 2015.

Standards in numeracy at Aberuthven are maintained and improved by differentiated, active learning experiences which where possible are linked to other areas of the curriculum. These types of activities have led to most Aberuthven pupils' perception of maths as a relevant, enjoyable and interesting subject. Standards of understanding and ability to apply maths skills are good for the majority of pupils within the relevant level of Curriculum for Excellence experiences and outcomes. The use of a large variety of assessment materials and the teachers' ongoing observations in class lead to our being able to detect any difficulties in specific areas and give individual support where required.

We have improved the Health and Wellbeing of pupils at Aberuthven in a variety of ways - physical, mental and social.

- Apart from 2 hours of PE per week, children have regular opportunities to take part in sporting events outwith the school. This develops their confidence and motivation. An annual Health Week includes a wide variety of sports and exercise-related activity sessions – previous examples have been kickboxing, Zumba and aerobics. Some pupils and some parents have gone on to take these up as hobbies outside school following the Health Week. We also do the “Daily Mile” as a whole school each day.
- Mental wellbeing is something we have focused on over the past two sessions. Anti-bullying measures have been made more rigorous, with the adoption of an annual anti-bullying week and the bringing of this area to the fore, making children aware of the need to record all aspects of bullying so that patterns can be established and parents contacted as necessary. A number of parents have reported that their children are much happier in school. The importance of relaxation and the ability to relax has been an important part of our Health and Wellbeing development. We use Power Morning Questions to help them feel positive about themselves and their lives.
- After staff training we have embedded the Bounceback programme as an important part of our Health and Wellbeing programme. Evidence suggests it is beneficial in improving children's confidence, self-esteem and in particular resilience (ability to bounce back from difficult life experiences)

Plans for improvement of the school's performance over the next three years

The School's strategic plan for the next 3 years and its Improvement Plan for the current session is available on the school website. All parents are encouraged to contribute ideas for school improvement through feedback forms provided in various ways throughout the School year or by speaking to the Head Teacher.

Information on School Performance

The last inspection of the school was in June 2015. To access the report from this Inspection on the Education Scotland website please click [here](#)

In January 2012 the school had an extended Learning and Achievement visit by Quality Improvement officers from Perth and Kinross Council. The report from this visit is available on the school website at: www.aberuthvenprimary.org.uk

Uniform/Clothing

School uniform consists of a jade green sweatshirt worn with a white polo shirt, black/grey trousers or skirt and black school shoes. Sweatshirts may be ordered online.

www.beschoolwear.co.uk. For web page click [here](#)



Forms for those entitled to a clothing grant are available from school.

For P.E children should have gym shoes, socks, shorts and a plain white T-shirt. The P.E. kit can be kept in school throughout each block of learning to avoid pupils' not having kit when they need it.

Homework

Children will given homework on a weekly to support and extend their learning. The content and quantity will vary from stage to stage. For this work to be of most value to the child it is important for parents to support these assignments and encourage children to take pride in their completion. A parents' guide detailing the school's homework policy is available on request.

Extra-Curricular Activities

We aim to provide a range of extra-curricular activities:-

Sports Clubs: As part of the Auchterarder Cluster of primary schools, our pupils have access to a large variety of sports clubs at the Community School of Auchterarder.

In addition to these clubs, some sports activities may be offered for four or five week blocks at Aberuthven in association with our Live Active Co-ordinator.

Older pupils also have a chance to go on a skiing trip each year in association with the other Primary Schools within our cluster.

Afterschool Clubs are provided for a block of weeks on a termly basis. Clubs offered are changed every term to provide our pupils with a variety of activities to choose from. Some Clubs offered include Glee Club, Coding Club, Karate Club, Body Combat Club and Reading Club. Staff regularly consult with pupils and take their feedback on the type of club that they would like to take part in in future terms.

Cycle Training is programmed for P6/7 pupils on alternate years.

Instrumental Tuition

Perth and Kinross Council offer instrumental tuition to pupils.

Application forms for tuition are available from the school. Further details of tuition available and fees are available in the second half of this booklet.

Health Care

Precautions are taken to ensure the safety of the children whilst they are in school and safety issues and procedures are regularly discussed. Parents are asked to support the school's efforts to ensure a responsible attitude on the part of all pupils.



Dental and medical inspections of height, weight, vision and hearing take place at regular intervals throughout children's school careers.

It is important that the school is informed of any allergies or specific medical conditions that children have. It is important that the school is informed of any specific medical conditions that a child may have so that appropriate action can be taken. The school should also be informed if any child is taking a course of medication which may affect their performance in school. Should it be necessary for medication to be taken during the school day, parents should contact the school. Staff may agree to administer medicine on a voluntary basis, but are not able to do so unless necessary forms have been completed by a parent or carer.

In the event of a child being taken ill or involved in an accident whilst at school the parents or emergency contact will be informed as quickly as possible. It is therefore very important that parents ensure the school has up-to-date details of the necessary telephone contact numbers. Parents will always be informed in the case of a bang on the head.

School and authority policies

School Policies can be found on the School website.

www.aberuthvenprimary.org.uk

Parents are encouraged to read and feed back any comments they may have on the above policies so that they can be amended as required.

Perth and Kinross Council Policies for schools are available on the Perth and Kinross website.

www.pkc.gov.uk

Activities, groups and clubs for pupils outwith school

In association with our Active Schools Co-ordinator we try to make pupils and parents aware of the wide variety of clubs, sporting activities and groups for young people which operate in Auchterarder. This is done by means of posters in school and on the outside notice board. Flyers are also sent home to parents when we receive notification of any forthcoming activity that our children might enjoy.

Opportunity for pupil representation and involvement

Pupils from P1 – P7 have the opportunity to represent their classmates and take a role in the decision making of the school by becoming members of the Pupil Council, who are elected by our pupils at the start of each school year. There is a Chairperson of the council and a Secretary who takes the minutes of the meetings. Our Pupil Council meeting takes place in front of the pupil parliament - the remainder of the pupils - who are given opportunities to comment on the proceedings, vote, and make suggestions to the council.

The school also has 4 other pupil committees. They are the Eco Committee, Health & Wellbeing Committee, Enterprise Committee and the Communications Committee. They give all of our pupils the opportunity to contribute positively to the school, take on individual responsibilities and develop their citizenship skills.

Older pupils serve as House Captains and Vice Captains of the three school houses which develops their leadership skills and makes them significant partners with staff in establishing and maintaining positive rather than negative patterns of behaviour among the children in their house.

School Meals

School meals are delivered from the kitchens at The Community School of Auchterarder and served in the school hall. All P1-P3 pupils are eligible for free school meals, while for older children information on the eligibility criteria for free school meals and how to apply for these is contained in the second half of this handbook.

Arrangements for Emergency Closures

In exceptional circumstances where the Director wishes a blanket closure of schools, he will contact Radio Tay and an announcement will be made at 7a.m. In the event of severe weather conditions, the Head Teacher contacts Radio Tay and an announcement is made for full or part closure.

Details of arrangements for Emergency Closures are available on the Perth and Kinross website

www.pkc.gov.uk

and also via a link from our school website.

www.aberuthvenprimary.org.uk

The Head Teacher will attempt to contact all parents by text as soon as any decision to close the school has been made. The number of the mobile phone which will be used is 07511767559. **Please note this phone is only for outgoing calls and will not be checked so parents should not attempt to reply to this number or try to contact it for information.**

Given the difficulties of severe weather conditions and mobile technology it may not always be possible for the Head Teacher to contact everyone by text so if still in doubt parents should continue listening to Radio Tay and also keep trying the Council website link. Both will be constantly updated.

In the event of closure during the school day, parents or emergency contacts will be alerted either by text message or by phone from school and asked to collect children at their earliest convenience. Some staff may be sent home but there will always be adequate staff remaining (according to Perth and Kinross pupil – adult ratios) to cater for any children who have not yet been collected and there will always be a member of staff left in school while any child remains.

In the event of planned closure for any reason the school will if possible give at least two weeks' notice.

Organisation of School Day

School Hours

9.00 a.m.	Beginning of school day
10.30 a.m. – 10.45 a.m.	Interval
12.15 p.m. – 1.15 p.m.	Lunch Break
3.15 p.m.	End of school day

Parents are informed of any changes to these normal school hours as soon as is reasonably possible.

Name of Child Protection Officer

Each school has a Child Protection Officer appointed to be responsible for Child Protection matters and specially trained for the task.

In our school that person is Mrs. Nicola Tyrrell. She is also the Named Person for each pupil and the point of contact for any concerns about any of the pupils at the school.

Please be aware that we are required by law to report instances where we think a child has or may come to harm as a consequence of possible abuse, which includes not only physical harm but also any kind of neglect (lack of care, either physical or emotional).

As a school we have good contacts with School Medical Officers, Social Workers and Police, any or all of whom may become involved if Child Protection concerns are suspected.

Please be assured that you will be informed and invited to participate as appropriate in any action which we may initiate regarding your child.

Should you wish to talk further about Child Protection and the safety of the children please feel free to contact the school.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people in Scotland. The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. However, it is the case that at times any family might need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it. The Children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law in 2016 including:

- i.* the Named Person service being made available for every child and young person, and their family; and
- ii.* where a child or young person does need some additional help and support there will be one single plan in place, the Child or Young Person's Plan, to coordinate the support from all the services and agencies involved and ensure everyone works together to deliver better outcomes for the child at the centre of the plan.

Named Person & Wellbeing

From August 2016, as a requirement of the Children and Young People (Scotland) Act 2014, every child and young person will have the right to support from a Named Person to help ensure their wellbeing. In Perth & Kinross, from birth until a child starts school in P1, the Named Person will be the child's Health Visitor. For Primary and Secondary age children, the Named Person will usually be the Headteacher, Depute Headteacher or Principal Teacher of Guidance/Support in the school the child or young person attends.

The Named Person's role is to support, promote and safeguard the wellbeing of children and young people. In the Act, wellbeing is described by 8 'indicators':

Safe	Healthy	Achieving	Nurtured
Active	Respected	Responsible	Included

This description helps everyone to understand wellbeing in the same way, and use the same language to talk about it. Sometimes the initials of the words are used and the indicators are referred to as SHANARRI.

Nursery



Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is at The Community School of Auchterarder (Primary).

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address:

www.pkc.gov.uk/preschool