

INCHTURE PRIMARY SCHOOL



School Handbook **Academic Session 2019/2020**

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2018), further changes may have occurred since then.

SCHOOL INFORMATION

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1. INTRODUCTION

Welcome

Dear Parent/Carers,

This handbook is available for every pupil who enrolls and has been prepared in an attempt to provide you with as much information as possible on various aspects of school life so that your decision to send your child to Inchtute Primary School will be an informed one. It will also assist your child to settle at school as quickly as possible.

We look to foster in our children positive attitudes to work, achievement, self-esteem and the wider world. We support the children to develop the skills to be successful learners, confident individuals, effective contributors and responsible citizens. To this end, we build effective partnerships with you and the wider community so that together we can share the important task of preparing our children for the opportunities and challenges of the future so that they can achieve their full potential and follow their dreams.

The Handbook should be kept as a reference and guide in future years. Every effort will be made to update the information as changes occur. Any changes will be reflected in the handbook which is available on our school website found at www.inchtuteprimaryschool.org.uk.

Our handbook should provide most of the information that parents/carers may require, but if there are any gaps or should there be any questions, please do not hesitate to contact the school for clarification.

Inchtute Primary School seeks to ensure a safe, secure and happy environment for your child and pupils are encouraged to approach a teacher or myself if they need assistance or have any worries. Parents in turn should not hesitate to contact me for help or information.

I hope that you will find the Handbook useful and will realise that we want pupils and parents to feel they are welcome here. The school looks forward to welcoming you and wishes your child a happy and positive time at Inchtute Primary School.

Yours sincerely

Mrs Jane Savage
Head Teacher

The school office is open Monday- Thursday 8.00am-3.45pm and Friday 8.15am – 3.45pm

2. DELINEATED AREA

Inchtire has 9 primary classes and a nursery class which includes 2 year olds in our strong start two facility. We benefit from a refurbished school which includes a library facility and a large PE hall.

Inchtire village is just off the A90 approximately 15 minutes drive from Perth and 10 minutes drive from Dundee. We are part of the Perth High School Local Management group and enjoy collegiate working with staff from schools within this. A map is available in the school to show the catchment areas for Inchtire Primary School. Copies of this map are available on request.

Anyone living outwith the immediate area but wishing their child/children to attend Inchtire Primary School should apply for admission by making a 'Placing Request' to the Administration Officer, Schools Division at the Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD.

3. CONTACT DETAILS

Head Teacher	Mrs Jane Savage
Depute Head	Miss Louise MacKenzie
School Address:	Inchtire Primary School Inchtire PH14 9RN
Telephone Number:	01738 454466
E-mail:	inchtire@pkc.gov.uk
Website	www.inchtireprimaryschool.org.uk
Parent Council Chair	Ms Petra Werler and Mrs Mary Smith
Parent council contact	ipsparentcouncil@outlook.com

The school roll is 217 and we have a nursery class which includes Strong Start 2 and we provide education for children in Primaries 1 -7, in straight and composite classes.

If you have any concerns about your child's experience in school, a note to or a chat with the class teacher can often settle it. If the issue is more complicated, a note or a telephone call to the appropriate member of the leadership team will elicit a quick response. We wish to work closely with parents to ensure all children are happy and successful at Inchtire.

Parents should inform the school on the first day of absence by phoning the dedicated absence line on 01738 454466 which is available 24hrs or by email or letter to class teacher. If any child is absent without the school being notified the school office will telephone home to ensure the child's safety.

Parents/Carers are reminded of their legal requirement to ensure that their children attend school regularly. There are close links between attendance and attainment and there is a requirement for the school Annual Attendance data to be published.

Complaints Procedures

If after discussions with the Headteacher, you are not satisfied with an outcome then 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

The arrangements for parents, offered or seeking a place for their child in the school are available on the Perth and Kinross website at <http://www.pkc.gov.uk/article/17276/School-enrolment>. Parents who are interested in enrolling their child in Inchtute Primary School are most welcome to make an appointment through the school office to visit the school and meet with the Headteacher.

Home / School Communication

The school uses a variety of methods to communicate information to parents:

- Monthly newsletters which include dates for diaries, details of events, pupil achievements etc.
- Text messages are used as reminders, to inform of emergency closures and share information etc.
- Our Facebook page: Inchtute Primary School
- Our school website <http://www.inchtuteprimaryschool.org.uk> which contains both general and specific information and a twitter feed of recent events and learning
- Shared learning events when parents are welcomed into the classroom or to share learning within the school .
- Whole school events
- Learner Led Conferences (previously known as Parent contact evenings (2 per session))
- Annual Report

4. SCHOOL ETHOS

Our Vision, Value and Aims

Our Vision has been developed in consultation with all staff, children and parents and reflects our desire to provide Equity in Quality for each and every child and their family every day.

At Inchtute Primary School, our vision is for all children to enjoy inspiring learning which helps them become the best they can be.

Our values for our school and pupils are:

Included
Nurturing
Confident
Honest
Teamwork
Unique
Responsible
Encouraging

Our school aims are:

- To be kind and helpful to other children and our community.
- To have a supportive school that helps us learn
- To work together with all people in our community to do our best and the best

for our school

To believe in ourselves so we succeed and achieve

To listen and include others in learning and play

Developing our Sense of Community

We recognise major Christian festivals of Christmas and Easter and choose to celebrate them in our local church. Parents who wish to withdraw their child from assemblies should contact the Head Teacher to arrange this.

Our local chaplain is the Minister of Inchtute Parish Church and she regularly attends School Assemblies.

We encourage the community to take an interest in our school life and invite them to take join in in events throughout the year. Citizenship Programme

School Councils

All children from Primary 5 to Primary 7 have the opportunity to participate in the school's pupil councils and develop the skills to make decisions which affect the whole school and its place in the community. The groups include School Improvement, Eco Council, Health and Citizenship Council, Friendship and Community Council and Eco

The groups meet two to three times a term, have an action plan and share and publish their efforts within the school. We have just earned our second Eco Green Flag

Positive Behaviour Management

As a school we follow a restorative approach, the three Rs; Relationships, Respect Responsibility. We firmly believe strong relationships are at the heart of a school and relationships include staff, pupils and parents. Each class displays class and school rules. Whilst at all times emphasising the positive approach to behaviour, there are procedures to follow in terms of sanctions or referral, should the need arise.

The aim of our school is to establish a very effective, positive relationship between pupils and teachers so that unacceptable behaviour is less likely to arise. Most children show a caring attitude towards others and a responsible outlook towards the school. Staff make every effort to show children that they have high expectations and good behaviour is valued. Behaviour which disrupts the learning of other children in the class is not acceptable. Where a pupil behaves in an unacceptable way, rewards are withdrawn and/or sanctions imposed.

Where cases of indiscipline occur, incidents will, in the first instance, be investigated by the class teacher or playground assistant and, if necessary, by the Head Teacher or the Depute Headteacher. All those involved will be given the chance to express their point of view. Children will be given advice about how the incident could have been prevented.

Behaviour which is unacceptable should be recorded on an Incident Report form and reported to the class teacher, DHT or HT as appropriate. Pupils also have the opportunity to earn House Points which are announced at assemblies, and staff can nominate children for special recognition at assemblies, through our Special Mention Book and our Book of Achievement.

To foster a sense of whole school identity children and staff are allocated a "House". Children from the same family are allocated to the same House. The Houses are named after local castles. Individually, children are given points as reward for a range of personal achievements which include consistently good classroom behaviour, politeness and helpfulness towards others. The House system continues to build upon classroom practice and pupils look forward to their particular House gaining recognition during Assembly. Our House system, which is led by our pupils, provides additional peer group support and pastoral care to their younger colleagues. As a member of the House Group, our pupils

develop a sense of identity and belonging which enhances self-esteem, self-awareness and a pride in their House Group achievements.

A high standard of behaviour is expected of pupils. The emphasis at all times is on encouraging pupils to develop self-discipline and to appreciate the consequences of their actions.

Our Inchtire's House Groups are:-

- Elcho
- Huntly
- Kinnaird
- Pitfour



5. PARENTAL/CARER INVOLVMENT

In accordance with the Parental Involvement Act every local authority school in Scotland is entitled to have a Parent Council. Membership comprises of selected parents, staff members and can also be members co-opted from the local community. At Inchtire, we recognise that the most effective school involves a partnership between school, pupils and parents/carers.

Children do better when families support their learning. There are many different ways parents can get involved, both at home and in school – from reading together,

spending time talking and listening and finding out about their child's day. Parental involvement makes a world of difference to each child.

The Parentzone website at Educational Scotland is a very useful source for practical advice and ideas.

“When parents are involved in the life of the school, and the education of their child, children and young people do better and achieve more.”

The Parent Council ensures that all parents have a say in their children's education and are able to express their views and wishes. Your Parent Council meets frequently throughout the school year to discuss current school developments and events with the Headteacher and Depute Head Teacher . Members of the Parent Council share ideas, skills, knowledge and opinions of ways in which parents can work in partnership with the school to continually improve the learning experiences of their children.

Representatives attend evening meetings, sharing parental views about current school developments and contributing ideas to the School Improvement Plan for next session. Inchtire Parent Council has a key role to play in supporting the school in raising standards for every child by working in partnership with the school staff to:-

- share information regarding new developments in the curriculum
- detail how parents can become more involved in the life of Inchtire Primary School
- organise events to involve parents and support Inchtire's continual improvement and development.
- supports the life and work of the school and organises regular fund raising events

Detailed below are some other examples of parental involvement:

- we have many parent volunteers in school and constructive ideas and offers of help are always appreciated.
- we employ a variety of ways to inform and involve parents (see Reporting Section and home/school communication).
- Parents share their views/ provide feedback in different ways e.g. complete questionnaires, leave comments at Parent Contact meetings, by e-mail etc. The views and opinions of parents are valued.

- Parents are made welcome and can contact the school anytime to discuss any issues that may arise

If you wish to find out more about ways to be involved please visit the PKC parental involvement website <http://www.pkc.gov.uk/parentalinvolvement>

Homework

Homework will be given to children in different amounts and at different levels depending on the work being done in the class at the time. When homework is given, it is hoped that parents will co-operate with the school in making sure that it is done. Parents are encouraged to check their child's homework jotter which will contain details of homework tasks.

On occasions, unfinished work may be sent home to ensure your child achieves their full potential and to give you an opportunity to give encouragement to your child to complete work in school. If this occurs, it will be accompanied by a letter for parents to sign.

Homework is not given to pupils who are absent through illness or on holiday. We request that children are not taken on holiday during term time as it adversely affects their learning.

6. TRANSITIONS

Transfer from Nursery to P1

Throughout the year, Nursery and P1 children regularly work together in mixed ages groups during Soft Start, Vertical group learning and Assemblies. Transition visits are also organised during the Summer Term.

Children enrolling in P1 attending other nurseries are also invited to visit and additional opportunities are organised to support a smooth transition process. P1 teachers also visit the relevant Nurseries to meet the children and talk to staff.

Transitions within the school

Class information (including tracking, medical information etc.) is passed on to the next teacher and time is allocated to discuss the learners' next steps in learning.

Transfer to Secondary School

On completing their Primary Education at Inchtute, children normally transfer to Perth High School, Oakbank Road, Perth (Tel: 01738 472641)

Throughout the year there are close links between Inchtute and Perth High School. P7 pupils take part in curricular events such as the Maths Challenge Day and Citizenship Day.

During the Summer Term all P7 pupils attend a fun day at Bells Sports Centre, where there is an opportunity for pupils to meet future classmates.

Pupils who require enhanced transition are given additional opportunities to visit Perth High School.

Transfer arrangements to Perth High School are as follows:

During the summer term, usually in early May, the Depute in charge of S1, Guidance Staff of

the following year's intake, a colleague from the Learning Support Department and a first year Register Teacher, visit Inchtute Primary. They meet and talk with the Senior Management Team and the teacher and pupils of Primary 7.

Subsequently, arrangements are made for all pupils transferring in August to Perth High School to visit the school for two days during the month of June. On arrival, the pupils are met by staff, Prefects or other pupils and guided through the school.

Parents/Carers of pupils in Primary 7 are given the opportunity of visiting Perth High School. During Primary 7, the Head Teacher invites all parents to attend an evening meeting held at Perth High where the philosophy of all stages of the educational programme of the school is outlined.

All pupils about to transfer to Perth High School receive full written information about their classes from the Assistant Rector in charge of S1, before the end of Primary 7.

7. CURRICULUM

The curriculum in Scotland, Curriculum for Excellence, promotes learning across a wide range of contexts and experiences. It aims to equip young people with high levels of literacy, numeracy and thinking skills and supports development of their health and wellbeing. It should enable every child to develop through a broad range of challenging; well-planned experiences which will help them develop qualities of citizenship, enterprise and creativity. The curriculum aims to create successful learners, confident individuals, responsible citizens and effective contributors.

'Curriculum' is the word used to describe all the experiences, which are planned for your child through their education. These experiences are grouped into four categories.

Under Curriculum for Excellence every child is entitled to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

Class trips are linked to learning in class and will often involve bringing the learning to life e.g working with local businesses on an enterprise project, visiting a science or visitor centre for science and social science learning.

Learning wherever possible links learning with skills for life and the world of work.

Parents and carers are encouraged to be involved in all areas of their child's learning and information is given termly to parents and carers through a 'Learning Tree' which outlines learning to be covered that term.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and anticipated outcomes. Specific core learning is very important especially in literacy and numeracy and your child will have significant core learning opportunities throughout their time at school.

Interdisciplinary learning

The curriculum includes space for learning beyond subject boundaries – at Inchtute Primary School we have been trying to ‘join up’ the children’s learning into particular contexts drawing on a range of subjects so that the children can make links in their learning and also be given the opportunity to transfer their skills.

Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. There are many opportunities for such learning at Inchtute Primary School e.g. all children are members of a School Council.

Opportunities for personal achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and helping to build motivation, resilience and confidence. We aim to provide such opportunities and also to take account of and celebrate achievements, which take place beyond school.

The eight curriculum areas ensure that learning takes place across a broad range of contexts and subjects.

Literacy and Language including Modern Languages

Numeracy and Mathematics

Health and wellbeing

Social studies

Sciences

Technologies

Expressive arts

Religious and moral education

Each curriculum area has a set of experiences and outcomes that describe the expectations for learning. The title ‘experiences and outcomes’ recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

The learning and teaching at all times takes account of National and Council Policies and Guidelines. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of pupils; all work thus being tailored to meet the needs of the individual child.

Our curriculum, as a whole, helps our pupils to develop skills for learning, life and work.

LITERACY AND LANGUAGE

The **Literacy and Language Programme** is structured in line with the Curriculum for Excellence. The programme ensures development in all four language modes – **reading, writing, listening and talking**.

The development of literacy skills plays an important role in all learning.

Children develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others

- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language how it can affect them, and the wide range of ways in which they and others can be creative
- Extend and enrich their vocabulary through listening, talking, watching and reading.

Throughout the school, pupils are encouraged to express themselves in an articulate manner and the Language Programme includes opportunities for them to develop fluency in using language. Discussion as a class, in groups or as individuals is encouraged and the whole curriculum offers a wide context for interaction and communication.

MODERN LANGUAGES

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Through their learning of a new language:

- they gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- they enhance their understanding and enjoyment of other cultures and of their own and gain insights into other ways of thinking and other views of the world
- they develop skills that they can use and enjoy in work and leisure throughout their life.

The study of language plays an important role in all language learning and the development of literacy skills.

NUMERACY/MATHEMATICS

The structure of the Numeracy/Mathematics Programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching Numeracy and Mathematics in the school.

Learning in mathematics enables children to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

HEALTH AND WELLBEING (INCLUDING P.E.)

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Children can expect their learning environment to support them to:

- develop self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build their resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

The school will inform parents when sensitive aspects of learning will be introduced in class e.g. relationships and sexual health, drugs awareness etc.

P.E.

Pupils experience an average of 2 hours P.E. each week.

Swimming

There are opportunities for pupils from Primary 4 to attend the Perth Leisure Pool for Swimming Instruction for a block of 10 lessons. Pupils can work for and gain certificates and badges of proficiency in Swimming.

Sports

Our **School Sports** are held at the end of the Summer Term in the school grounds.

SOCIAL STUDIES

The structure of the Social Studies Programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching Social Studies in the school. Learning in social studies will enable children to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield

- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Social Studies is made up of 3 organisers which bring together ways in which pupils learn about the world, the past and differing cultures and societies.

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

SCIENCES, INCLUDING SUSTAINABLE DEVELOPMENT

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable children to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Learning in Science is taught through contexts and through discrete lessons.

TECHNOLOGIES

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables children to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community

- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Pupils are taught about Internet ethics and safe use of electronic communication

EXPRESSIVE ARTS

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Children's learning in, through and about the expressive arts:

- enables them to experience the inspiration and power of the arts
- recognises and nurtures their creative and aesthetic talents
- allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for them to deepen their understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

'Expressive Arts' refers to Music, Art, Drama and Dance. Specialists who visit the school support class teachers in Drama and Art. Class Teachers and Specialist Teachers plan an appropriate programme based on the outcomes and experiences in Curriculum for Excellence. Theatre groups perform in school on occasions to give children experience of professional artistes.

Expressive Arts are integrated wherever possible into other areas of the curriculum. To ensure development, however, there are four separate learning programmes for Music, Art, Drama and Dance.

RELIGIOUS/MORAL EDUCATION

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation

- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life

The structure of our Religious and Moral Education programme takes account of Curriculum for Excellence, outcomes and experiences. There are 3 organisers for Religious and Moral education.

These are:

- Christianity
- World religions selected for study
- Development of beliefs and values

Parents should note that they have the right to withdraw children from Religious Education and from Assembly if they wish. Such requests should be made to the Headteacher in writing.

The Development of Pupils' Values

We are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents, taking account of their views and of the individual needs of pupils.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in its life have the right to be respected as individuals. They also carry the responsibility to act in a considerate and respectful manner towards others.

8. ASSESSMENT AND REPORTING

Assessment of children's learning is on-going and is in line with Curriculum for Excellence guidance.

ASSESSMENT

- supports learning by focusing on the process of children moving from where they are in their learning towards their desired goals. Assessment can also be used to identify and plan any support they will need to achieve these goals
- will focus on the application of standards and expectations of each learner's progress and achievement in:
 - knowledge and understanding
 - skills, attributes and capabilities

Teachers assess constantly as part of daily learning and teaching. They do this, for example, by watching and listening to learners carrying out tasks, by looking at what they write and make and by considering how they answer questions. They get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Effective ongoing assessment is about establishing where children and young people are in their learning, where they are going and how best to get there.

Sources of evidence can include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
- records (oral, written, audio-visual) created by children which may include self-assessment and/or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue
- written responses
- a product, for example, piece of artwork, report, project
- accounts provided by others (parents, other children or young people, or other staff) about what learners have done

REPORTING

Each pupil's performance is recorded by the teacher and communicated to parents in the course of twice yearly Meetings (Learner Led Conferences) – November and March. They differ from the traditional parents evening, as the child is actively involved in the learning and reporting process. Learner-Led Conferences take the form of a conversation between the child, their parents and their teacher, allowing children the opportunity to demonstrate their individual progress, any particular achievements that they are proud of and their next steps. It is therefore vital that the child attends alongside their parents as they will lead the conference.

This experience should open up dialogue between the children and their parents. Although there are some children who we know share every detail of their day, we are also aware that there are many who say school was 'fine' and they did 'nothing'. Learner Led Conferences provide an opportunity to begin an ethos of conversation between child and parent about their learning. We hope that this would mean that you as parents can gain a much more regular insight into your child's progress by being able to have daily/weekly discussions rather than at two parents' evenings a year. Annual Reports are also issued summarising the results of the year's work focusing on literacy, numeracy, health and wellbeing and learning across the curriculum.

We also provide opportunities each session for parents to visit their child's classroom and view displays and samples of work. This provides parents with an opportunity to discuss and share their child's learning journey and their personal portfolios.

Parents are most welcome to discuss their child's progress at any time, particularly if it is giving cause for concern. If you wish to do so please telephone the school or send a note to the class teacher so that a convenient time can be arranged.

If a pupil moves to another school or transfers from Nursery or to Secondary School, a record of his/her progress is passed on so that the transition can be made as smoothly as possible.

9. SUPPORT FOR PUPILS

Inchture aims to provide a safe and nurturing environment to ensure pupils are able to benefit from the opportunities provided. All children may experience barriers to their learning or social development during their time in school. All adults working in the school use their experience and knowledge to observe the children throughout their time in school in order to identify issues and challenges as promptly as possible.

Assessment is an everyday integral part of learning and teaching in Inchture. Through this process the teacher is able to identify where a child needs additional support. When a class teacher notices that a child is experiencing a barrier to learning he/she will employ a range of strategies to support the child. If after some time these strategies are not working, the class teacher will make a referral to the Pupil Support Teacher.

Referrals may be made by class teachers and/or parents/carers. Parents/Carers should discuss any concerns with the class teacher first who will then initiate the referral process through the Headteacher. Parents will be kept informed of any assessments/referrals to other agencies e.g. Speech and Language, Educational Psychologists etc.

Inchture values the partnership of parents and other agencies in working together to meet additional support needs. We adopt a holistic approach to assessment as recommended by the local authority. There is a range of tests which may help provide some information about difficulties experienced by a learner but the most important aspect of an assessment is to look carefully at the child and his/her learning, observe difficulties experienced and identify ways of supporting learning. In every case our aim is to respond to the pupil's needs appropriately, discuss with parent/carer and continue to monitor.

For further information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –

- a) the authority's policy in relation to provision for additional support needs,
- b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- c) the other opportunities available under this Act for the identification of children and young persons who –
 - a. have additional support needs,
 - b. require, or would require, a co-ordinated support plan,
 - c. the role of parents, children and young persons in the arrangements referred to in paragraph (b)
- d) the mediation services provided
- e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Click on the link below:

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

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(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;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

(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.”

10. SCHOOL IMPROVEMENT

The school publishes an annual Standards and Quality Report which is e-mailed to parents and is posted on the school and Council website. The report includes attainment information, details of achievements over the last 12 months and identifies the school's priorities for improvement over the next session.

A summary of the School's Improvement Plan is also issued to parents and is posted on the school website www.inchtureprimaryschool.org.uk

Details of where information regarding the school's performance at local and national level in Literacy and Numeracy can be obtained from the Headteacher and from information within the Standards and Quality Report.

Both these documents help to ensure that parents are kept fully informed of the school's performance. Parents can access school/local authority policies from the school office or on the school/council website.

www.pkc.gov.uk/article/17516/Inchture-Primary-School

11. SCHOOL POLICIES AND PRACTICAL INFORMATION

School policies are written and agreed in consultation with staff, pupils and the parent council and can be requested from the school office. Work is underway to update these policies and make them available via the school website.

12. CHILD PROTECTION

Schools are required to make a report if it is thought that a child has come to harm through possible abuse.

Members of staff in each school are designated as a Child Protection Officers. At Inchture Primary School this is Mrs Jane Savage (Head Teacher) and Miss Louise MacKenzie (Depute head Teacher)

Should you wish to discuss any aspect of your child's safety or of Child Protection in general, please do not hesitate to make an appointment to speak to Mrs Savage.

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

As a result 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 or Family Nurse. For children attending primary or secondary school, the Named Person will be the Headteacher, Depute Headteacher or Principal Teacher of Guidance/Support.

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

These eight words help 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 wellbeing indicators are referred to as SHANARRI.

13. ORGANISATION OF SCHOOL DAY

PRIMARY 1-7

9.00 a.m. - 12.30 p.m.

1.30 p.m. - 3.15 p.m.

NURSERY

	am	pm
Monday	08.45- 11.57	12.40- 15.52
Tuesday	08.45- 11.57	12.40- 15.52
Wednesday	08.45- 11.57	12.40- 15.52
Thursday	08.45- 11.57	12.40- 15.52
Friday	08.45- 11.57	12.40- 15.52
If your child attends a full day (equivalent to 2 sessions) the drop off is 8.45 and pick up is 15.09		
An optional pick up at 15.15 every day for children who attend the afternoon session.		

Lunch break begins at 12.30pm and ends at 1.30pm. Pupils can bring a packed lunch or enjoy a school meal provided by Tayside Contracts. The menu is available on www.pkc.gov.uk/article/17330/Primary-school-meals

We would encourage pupils to remain at school for lunch as it is an opportunity to play and socialise with other children

14. Nursery

The school nursery is situated within the school. Capacity is 35 (30 3-5 and 5 Strong Start 2 places) children in the morning and 35 (30 3-5 and 5 Strong Start 2 places) in the afternoon.

Children can start in our 3-5 nursery the term after their third birthday.

Parents who wish their child to attend nursery are welcome to make an appointment to visit.

All children are entitled to have 600 hours of funded hours at nursery per year. This allowance can be used in school nursery classes or partner provider pre-school settings.

If parents choose to use all their allowance at Inchtore Nursery they can apply for part time or full time places up to a maximum 16 hours per week. This equates to 5 mornings or afternoon sessions or two full days and one half day or one full day and three half days.

There is a nursery handbook which contains more information about nursery staff and their routines. This is provided to parents/ carers when their child begins the new stage of their life when they enter our nursery. This handbook is also available on our website www.inchtoreprimaryschool.org.uk

We also have sessions available for eligible 2 year olds within our Strong Start Two facility. Please contact our school office to confirm if your child is eligible for this facility.

If you would like to register your child for our Nursery or to arrange a visit to meet the Nursery staff please contact our school office to arrange this.

15. UNIFORM

SCHOOL UNIFORM

The wearing of school uniform is important for establishing a positive ethos throughout the whole community. Here in Inchtore Primary, we positively endorse the wearing of school uniform.

The uniform consists of:

- Navy pullover, cardigan or sweatshirt (not a hooded sweatshirt).
- Grey trousers or skirt.
- White shirt/blouse or polo shirt.
- Ties are optional and are available from **John Ferguson**, Drapers, 16 County Place, Perth.

Sweatshirts and fleeces are available from Tesco. Information is available at the school office.

The wearing of jewellery and nail polish is discouraged and we request parents' support in keeping earrings and other jewellery for social occasions when children are not in school. Please note that, for reasons of health and safety, jewellery cannot be worn in Gym lessons.

General Gym Kit

It is requested that for indoor PE lessons pupils should wear:

- A house coloured t shirt or polo shirt – houses are allocated when children join the school
- navy or black shorts.
- Gym shoes or trainers with non-marking soles

For outdoor PE lessons pupils should wear:

- A house coloured t shirt or polo shirt – houses are allocated when children join the school
- navy or black shorts
- dark self-coloured jogging trousers in colder weather
- a dark self-coloured sweatshirt or hooded top
- trainers

Primary 1 pupils are encouraged to wear a polo shirt on gym days rather than shirt and tie.

Please label all items clearly with the pupil's name and class in a gym bag to hang on a coat hook. These can stay in school during the term and be taken home regularly for washing.

16. EXTRA CURRICULAR ACTIVITIES

Clubs are organised on a voluntary basis and may change from year to year. All or some of these activities may be available to different age groups at different times during the school session:

FOOTBALL AFTER SCHOOL GAMES CLUB NETBALL GLEE

In the evenings the PE hall is used for Street Dance and the dinner hall for the Out of School Club.

The school grounds provide facilities for football, cricket, netball and cross-country running.

OUT OF SCHOOL CLUB

There is an After School club at Inchtute Primary School.

Current Sessions:

Monday, Tuesday, Wednesday, Thursday & Friday 8.00 – 9.00am and 3.15-5.30pm

For more information please contact jaxoutofschoolcare@google.com

17. INSTRUMENTAL TUITION

Tuition is available for pupils who show particular aptitude in **guitar** although it should be noted that the number of places depends upon the time that the instructors can make available to the school.