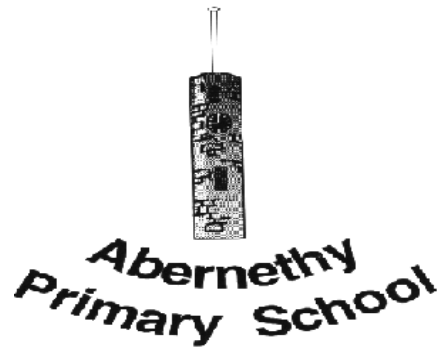


Abernethy Primary School



School Handbook

Academic Session 2020/2021

Welcome

Dear Parent/Carer

I would like to extend a warm welcome to you. As a school, we look forward to getting to know you and your child and to working in partnership.

In Abernethy, we recognise that every child is unique with a variety of abilities and needs. We strive to recognise and fulfil these needs in order for all children to reach their full potential. We are a Sports Gold Award for the second time and Eco School with Green flag status. We try to foster in each child a sense of responsibility and respect for themselves, others, their community and the world they live in.

The original building was opened in August 2002. In 2012-2013 we had our school extended. We currently have 6 classrooms and a nursery. We also have a gym /dining hall, General purpose room, library and 2 learning areas. We in Abernethy Primary are one of 11 Primary Feeder schools for Perth High School.

At Abernethy we value the importance of good relationships between home and school and seek to work closely with you throughout your child's school career. Parents are always very welcome to come and meet the Class Teacher, Principal Teacher and/or the Head Teacher to discuss their child's education and wellbeing. Write or phone to make an appointment or drop in to check on what time is best. Please keep in touch with our school through the newsletters, school communication app, twitter and our supportive Parent Council.

We look forward to you and your family joining us here at Abernethy Primary School.

S J M McKenzie

Ms Suz McKenzie
Head Teacher

December 2019

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1 Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, 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 2019), further changes may have occurred since then.

2. Delineated Area

Abernethy Primary is sited on the A913 between Newburgh (Fife) and Bridge of Earn (Perth & Kinross) and is 10 miles east of Perth. A map of the catchment area is available from the Local Authority Offices or School Office. You can check that you reside within the Abernethy Primary School catchment area at www.pkc.gov.uk/article/17291/Find-my-school-catchment-area

Where classes become full, the local authority has an arrangement to transport pupils, free of charge, to another primary designated by the education department.

Any parent who resides out with the delineated area but wishes their child to attend Abernethy PS should complete a Placing Request Form. Forms are available from the School Office or from Education & Children's Services. They can also be obtained on the council website www.pkc.gov.uk/article/17301/Placing-request. Completed forms should be returned to Education & Children's Services, Perth & Kinross Council, Pullar House, 35 Kinnoull Street, Perth, PH1 5DG. Parents will be advised of the outcome of their placing request.

3. Contact Details

Name: ABERNETHY PRIMARY SCHOOL
Headteacher: Ms Suz McKenzie
Address: 78, Main Street, Abernethy, PH2 9LA
Tel No: 01738 472676
Website: www.abernethyprimary.org.uk
Email: abernethy@pkc.gov.uk
Twitter: @abernethyPS

Roll: currently 126 + 15 nursery pupils

Stages covered: Nursery and Primaries 1 - 7 (3 - 12 years)

Maximum number of classes: 7 classes

Status: Non-denominational State Primary School

Staffing

Head Teacher	Ms Suz McKenzie
Principal Teacher	Mrs Morag Hodgkinson
Primary 1	Mrs D. MacDonald & Mrs H Hardie
Primary 2	Mrs C Livingstone & Mrs C Menzies
Primary 3/4	Mrs S Parmar
Primary 4/5	Mrs M Hodgkinson / Mrs R Campbell
Primary 5/6	Mrs E. Murray
Primary 6/7	Mrs L. Hepburn
Pupil Support Teacher	Mrs L Martin
Early Childhood Practitioners	Miss J. Macdonald & Mrs J Shearer
Play Assistant	Ms K Thomas
Clerical Assistant	Mrs E. Roe
Primary School Support Assistants	Mrs S. Ritchie, Mrs B. Ferguson
Pupil Support Assistants	Mrs L Anderson, Mrs J. Murdoch
Lunchtime Supervisors	Mrs M Laing
School Cook	Mrs J. Illingworth
Catering Assistants	Mrs A Craib & Mrs N. Simpson
PE specialist	Mr G Marshall
School Nurse	Adele MacDonald
Education Psychologist	Miss R Whitby

Communications

- Our key method of communication is via a school app. This holds updates, dates and messages which can be delivered directly to parents/guardians' phones. Please see the office for secure log in details.
- 'Dates for Your Diary' sheet at the start of every academic year with details of Key Annual Events (i.e. Meet the Teacher, Parent Contact, Sports Day, Term start and end dates, INSETs, Open Learning Afternoons, Parent Information sessions) however opportunities arise during a school year (as well as changes) and we aim to keep you informed by issuing termly extracts of 'Dates for Your Diary' in the school newsletter.
- School 'Termly Updates' and Nursery Newsletters are compiled and distributed.
- We strive to keep our Notice Board, Nursery Information display and our information on the school website (www.abernethyprimary.org.uk) up to date.
- Twitter is another form of communication. Our Twitter account is @abernethyps
- We hold a 'Meet the Teacher' session early in the first term and Parent Contact appointments in the Autumn and Spring terms each year.
- We have a 'Nursery Natters' programme of events for Nursery Parents/Carers.
- We contact 'home' whenever there is a concern – by phone, e-mail, text or letter. And on numerous occasions each term we pop news onto our app which conveys specific information to specific groups of people.
- Learning Trees are put on each class website page (<http://abernethyprimary.org.uk/Classes/>) at the start of a teaching block and serve to report on intended Experiences and Outcomes being covered.
- An online Learning Profile via Seesaw, Open Afternoons, 'Sharing the Learning', Assemblies and Home Learning activities and similar communications inform of teaching and learning being covered and progress in specific curricular areas as well as the more formal end of session summative reporting format.
- A report is sent home 3 times a year – 2 interim and one final end of year report, to update families on progress and next steps in a child's learning.
- We hold curricular specific sessions for Parents/Carers such as, Internet Safety, Co-operative Learning, Literacy Circles and Restorative Approaches and are always open to suggestions of other ways in which we can help skill up parents/carers to support in their child's learning. HT Curricular Updates are also sent periodically throughout the year, to ensure families are consulted in any curricular developments.
- We are also very aware that often parents and carers have information which will help us do a better job in meeting their child's needs. We are always happy to offer appointments at suitable times for parents/carers to exchange relevant information with class teachers or school management.

Visits for Prospective Parents

Parents who are considering enrolling their children into either the Nursery or the School are encouraged to visit the school to speak to the Head Teacher or Principal Teacher. This gives parents an opportunity to experience the ethos of the school, see various activities in progress and ask any questions which they may have. Parents are asked to telephone for an appointment if they wish to take advantage of this opportunity.

4 School Ethos

Growth Mindset is very much at the centre of everything we do here at Abernethy. We encourage our children to learn from mistakes, embrace challenges and develop a have a go attitude.

School Aims

The school's motto is '**Learning Today for Tomorrow**'

Our Purpose

Our vision is of a confident ambitious school with a strong identity. We aim to teach our pupils about the impact of a positive 'Growth Mindset'. Our pupils can talk about the health of their brain, displaying a positive attitude towards learning and the journey they take to get there. We encourage our pupils to not be afraid to make mistakes, but to learn from them.

By working in partnership with pupils, parents, staff and local community we encourage respect, aspiration and a love of learning. Our school will be vibrant and stimulating; a safe, happy, healthy and sustainable environment; and a place where all can contribute and share; a place where **everybody** can develop attitudes, skills and knowledge that will enhance their future lives. A school which is continually developing.

Our core values are:

R Respect

E Equality

A Aspiring

C Cooperation

H Honesty

F Friendship

A Acceptance

R Recognising

School Aims (child friendly)

Our school community will:

- help us work together, to be motivated and be responsible for our own learning
- make our learning interesting, useful and challenging
- help us when we need it, to feel confident, safe and empowered to aim high
- help us be the best we can be, honest and kind, willing to try
- help everyone make good choices so we can be happy and healthy
- help us believe we can bounce back from setbacks in learning and life
- help us recognise and respect our differences and strengths
- help us contribute and respect our community and the world we live in
- share and celebrate our achievements in and out of school

If we work together we can make our school as good as it can be at all times.

Promoting Positive Behaviour

In Abernethy Primary School we aim to make all children feel welcomed as part of the school community. We set high expectations of behaviour at Abernethy. Children are expected to show a caring attitude towards others and a responsible outlook towards the school. Children contribute positively to our happy school ethos and staff make every effort to show children that good behaviour is valued. Learners are expected to treat each other and adults with respect. Behaviour which disrupts the learning of other children in the class is not acceptable. The school has an established policy for Positive Behaviour Management. This includes the school's Golden Rules which are as follows:

School Rules

- Do be kind and gentle; don't hurt others or their feelings
- Do work hard, don't waste time
- Do look after property, don't waste or damage things
- Do listen, don't interrupt or ignore
- Do be honest, don't cover up the truth

We value the liaison between home and school and will contact parents if there are any issues. If there are any circumstances which affect the child e.g. bereavement, separation, it can help if we know (in confidence if necessary) so we can take the situation into account when dealing with behaviour.

At Abernethy we use a Restorative Approach towards dealing with behaviour issues, more information on this approach can be found in our Positive Behaviour Policy and leaflet. This approach encourages children to reflect on their behaviour and how it has affected others. It is the school's practice to resolve incidents of low-level indiscipline internally in the first instance, however there will be times when support of parents is sought at an early stage in order to work in partnership to address issues before they get the chance to escalate.

We aim to make Abernethy Primary a bully-free and racism-free zone and would therefore request that the Head Teacher is informed immediately of any incident that is seen by the learner who is the victim to be either bullying or racist in motivation. In line with the policy of Perth and Kinross Education Department, Abernethy Primary School has made a positive effort to counter any bullying that manifests itself in the school, both in the classroom and in the playground, and has an Anti-Bullying Policy in place. Pupils are encouraged to bring any concerns which they have to the notice of the staff and these are handled as sensitively and as positively as possible. Parents are asked to be alert to any signs which could indicate their child is being harassed, or is harassing others, and to work with the school in trying to eliminate this behaviour. Parent's co-operation is sought in all aspects of handling discipline within the school and our endeavour is to make Abernethy Primary School a safe and happy place for all pupils.

The School and Wider Community

At Abernethy we have strong links with our local community. We work with the local museum for a variety of themes to enrich our learning. We have a good relationship with Abernethy Burns Society and Horticultural Society, as well as local firm Branston's, IBike Scotland; which all support learning in school.

We are an accredited Eco School and so play a part in ensuring that our wider community is respected and maintained.

We also work with Active Schools which contribute to our promotion of a healthy lifestyle and support links with community sports organisations. We have been awarded a **GOLD** sports award from Sport Scotland for the second time.

We have a global link with Bongani Primary School in South Africa which develops our understanding of the world we live in. Our Rights Respecting School focus is developed through our Assembly programme and learning that takes place in the classrooms.

Achievement

Abernethy Primary School provides a wide range of opportunities, both within and out with the school day to develop pupils' responsibility, independence, confidence and enterprising attitude.

Some examples include:

- P7 Residential trip to Dalguise
- All pupils participate in Committee groups to develop an aspect of school life (Eco, Health, Enterprise, Road Safety, Communication Team, House Captains and Pupil Council)
- P7 pupils develop leadership skills through providing Lunchtime clubs such as sport, art and fun club.
- Annual Burns Competition
- Lunch clubs run by our upper stage pupils
- After school clubs included football, netball, film club and games
- Pupils perform to parents in school nativity and school shows
- Pupils compete in Perth & Kinross sporting events
- Rugby, cricket and swimming opportunities are provided
- A wide variety of events support learning in class such as visits to Stirling Castle, Dundee Contemporary Arts Centre, Tobacco workshop, Generation Science and Sensations

In Abernethy Primary School we currently celebrate Achievements at our assemblies and these are displayed on our 'Achievement Wall' display board. House Points are awarded in line with following our 'Golden Rules' – shared at assemblies – and in recognition of promoting our school values and displaying the four capacities of Curriculum for Excellence.

We welcome news of other wider achievement and successes from our pupils and these are celebrated in class and displayed in school corridors

5 Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school. We arrange open afternoons throughout the year to 'share our learning'. Help is always needed for visits and trips. The school is grateful to any parents who may wish to help on a regular basis in the following areas: -

- Taking forward sport by volunteering to take an after-school club
- Assistance with our annual Eco Action Day
- Assistance with Tuck Shop
- Helping within the classroom e.g. art work, cutting paper, filing
- Supporting with Action Groups aligned to our Health Promoting Schools status and ECO work
- Delivery of the cycling proficiency programme 'Bike ability Scotland' & I Bike Scotland
- Encouraging children to enjoy books e.g. reading stories to children, helping them to use the school library
- Supporting on class outings, sporting events and outdoor learning. Many of these activities would not be possible without parental support

Generally speaking, parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate and all Parent Helpers/Volunteers asked to sign our agreement. Parents/carers interested in helping in school should, in the first instance, speak to the Head Teacher.

The school is keen that parents feel welcome in school especially when they are supporting class activities. We try to include grandparents and older members of the community in some of our school events and often find that they can contribute useful information and memories for some of the class topics.

School Pupil Council

One of the purposes of the School Pupil Council is to assist the Head Teacher in the management of the school as part of the consultation and decision-making processes in the school. The SLT (senior leadership team) take account of the views of the Council in reaching decisions.

Aims

- involve the whole school community in developing and maintaining shared standards of behaviour
- improve communication structures at every level within the school
- encourage pupils to become partners in their own education and make a positive contribution to the school environment and ethos
- promote responsibility and build self-esteem by involving pupils in decision making

House Captain System

Nurturing responsible citizens and confident individuals is an important element of Abernethy Primary School. Pupils are encouraged to take responsibility for their school and then to contribute positively to both the school and the wider community. Primary 7 pupils have been elected by a voting system and staff recommendations to undertake specific responsibilities throughout the year. These ambassadors will be supported and assisted by the rest of Primary 7 to contribute to the life of the school and the community.

Aims

- complement Pupil Council and Eco Committee
- promote P7 pupil participation in the life of the school
- allow P7 pupils to be actively involved in making decisions and taking responsibility
- assist in raising pupil morale and the ethos of the school
- enable P7 pupils to develop more positive views and attitudes that impact on pupils throughout the school
- allow pupils to gain positive ownership of their school and develop leadership qualities

In addition, we have other Pupil Committee Groups:

- ECO Committee
- Enterprise Group
- Rights Respecting group
- Junior Road Safety Officers

Pupils apply to be part of these groups and are often called upon to speak to visitors and our School Council.

We also operate a P1 buddy system. Buddies support the new Primary 1 children in the dining room and in the playground.

6 Transitions

Traditional transition points are preschool to primary, stage to stage and P7 to secondary education. The transition process involves pastoral arrangements and effective continuity and progression of pupils learning. At Abernethy Primary School several processes and procedures are in place to allow individual pupils to feel valued and well prepared for the next stage of their education. These include the professional dialogue that takes place between teachers (within our school setting and across the sector with secondary colleagues) at points of transition, the sharing of evidence of progress in learning and pastoral issues, joint planning across the Curriculum Levels to facilitate continuity of experiences and learning.

Transfer from Nursery to P1

Throughout the year, Nursery and P1 children regularly work together in mixed ages groups. Transition visits are also organised during the Summer Term. In term 4. Nursery and P1 work on a transition topic supported by P6 buddies

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 Early Learning & Childcare Centres to meet the children and talk to staff.

Transitions within the school

Time is organised for class information including tracking, medical information and next steps in learning, to be passed on to the next teacher to help achieve continuity and progression.

Transfer to Secondary School

Throughout the year there are close links between Abernethy and Perth High School. P7 pupils take part in curricular events such as 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 and to work throughout P7 with members of the Learning Support Department.

7 The Curriculum

As we prepare our children for the future in our fast-changing world and equip them for jobs which may not yet exist, Curriculum for Excellence is being fully implemented, in schools across Scotland, for all learners aged 3-18.

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.

Progress in learning will continue to be assessed in rigorous ways throughout a young person's time at school.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer.

Ultimately, Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors and responsible citizens.

A Curriculum for Excellence (CfE) is at the core of the life and works of Abernethy Primary.

The core areas of the curriculum for excellence are defined as follows:

- Languages (including Modern Languages (French) at Second level)
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies
- Health and Wellbeing
- Expressive Arts

These are taught throughout the school either as discrete subjects or through cross-

curricular learning contexts. Further information can be accessed by visiting <https://education.gov.scot/parentzone>

In order for our children to develop into confident individuals, successful learners, effective contributors and responsible citizens, pupils must:

- Talk about what they are learning
- Think about what they are doing
- Write reflectively about these activities
- Relate to their own experiences
- Apply it all to their daily lives

Language and Literacy including Modern Languages (French)

The **Language and Literacy 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

The Scottish Government 1+2 Language Strategy

All schools are to meet the Scottish Government's recommendation to provide opportunities for pupils to learn two foreign languages in all primary schools, the first from primary one onwards and a second being introduced no later than primary five.

The study of language plays an important role in all language learning and the development of literacy skills. Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Currently we teach French in P1 – P7. Children experience a second language through interdisciplinary learning opportunities where appropriate this session.

Mathematics and Numeracy

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

Water Bottles in School

Children should only bring plain drinking water to school, not fizzy or diluting drinks. Children should have access to water throughout the day.

P.E.

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

Swimming

There are opportunities for pupils from Primary 5 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.

Our **School Sports** are held at the end of the Summer Term at Powrie Park.

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 the 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.

All pupils adhere to an Internet Protocol Agreement (countersigned by parents and class teacher) in which the pupil promises to use the Internet and E-mail responsibly.

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. Class 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

Religious Observance

As well as being a statutory element of a school's provision, religious observance (RO) also has an important part to play in the development of the learner's four capacities, as a successful learner, confident individual, responsible citizen and effective contributor.

New guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities

in planning this provision. Information can be found at

<https://education.gov.scot/nih/Documents/RMEBenchmarksPDF.pdf>

In non-denominational schools, assemblies are the most common vehicle for delivering religious observance.

In Abernethy Primary School we offer a Religious and Moral education programme designed to promote understanding and to develop a child's own concept of spirituality. Learners find out about the beliefs and practices of all major world religions, and are encouraged to develop respect for others' beliefs, tolerance of difference and appreciation of diversity.

Our assemblies deal with moral issues such as right and wrong, and values such as fairness, justice, kindness, compassion, integrity and honesty. Typically, they include community singing, presentations from classes or groups, wider achievements and sharing of good or interesting news. We reflect on faith and folk stories from a variety of religions and cultures.

Pupils enjoy celebrating Christian festivals and we recognise the major Christian festivals of Harvest, Christmas and Easter. We have strong links with St. Brides Parish Church, celebrating our Christmas, Easter and Summer services there. We welcome Rev. Main (Locum) to attend some of our assemblies through the year.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from Religious Observance. In the past the school has dealt with such requests with sensitivity and understanding and this approach will continue. The Head Teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance.

In particular, parents should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

8 Assessment & Reporting

At every stage pupils' work and progress is assessed in various ways. The teacher will monitor how the children go about doing the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood and will examine jotters and other written work. Pupils will themselves evaluate their own progress and that of their peers. At points throughout the learning process, the class teacher will record progress against Curriculum for Excellence outcomes covered.

With help from the teacher, children are encouraged to look at their own work to see which things they have done well and which things they can improve. Teachers share with pupils the learning intentions and success criteria for a lesson: the child will therefore have a clear idea of 'what a good one will look like' and will know what his/her next step in learning will be.

Learning Trees are issued to Parents/Carers at the beginning of a teaching Block and outline the experiences and outcomes that are to be covered that Block. This is continually assessed and evidenced within the child's online Seesaw profile which is shared continually with parents and guardians. These 'Learning reflections' building up a picture of a child's learning and can be commented on by those at home and at school.

Parents/Carers are provided with opportunities to share in the learning and progress through attending Shared Learning events, Assemblies, School Shows and by seeing examples of progress through on line profiles as well as in the form of termly Report to Parents document.

Pupils will progress through Levels, typically over a three-year period with scope for breadth and depth of learning opportunities. Nursery- P1 is a typical Early Level duration; P2-P4 is a typical First Level 1 duration and P5-7 for Second Level.

Taking account of Curriculum for Excellence assessment guidelines, teachers will use their professional judgement to decide the level towards which each child is working. A teacher will collect evidence of that attainment from class work or may use a formal summative assessment to check his/her own judgement that a child has attained a level. As most children will normally take three years to cover the experiences and outcomes within each level, assessment is an ongoing process.

Scottish National Standardised Assessments

The Scottish Government nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence.

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

Our children in P1, P4 & P7 shall use the assessments as part of monitoring their ongoing progress and shall focus on aspects of reading, writing and numeracy. Teachers will use this information, alongside a wide range of other assessment information, to discuss with you how your child is progressing with their learning, as part of the normal reporting process in your school.

9. Health & Safety

Abernethy Primary strives to deliver Health Promoting Principles. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging Health Programme for all learners, Nursery through to P7. We work in partnership with Health agencies to provide the best Health care for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed [within their limited resources] for pupils in need of this service. The School Health service supports the school in ensuring our children's health needs are met. All P1 children have a 5-year-old vision, height and weight check. At other stages of the school hearing and vision tests are carried out if concern is expressed by parents or teachers. Parents will be notified if there is a need for the school doctor to examine their child and will be invited to be present. Occasional dental checks are carried

out, if parents wish, from time to time and usually in P1 and P7. Flu immunisations are carried out annually.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Head Teacher or Principal Teacher will notify the parent of that child direct. Information about the detection and treatment of head lice can be found at the link below where a downloadable leaflet is available www.healthscotland.com/documents/25.aspx

Emergency arrangements

In the event your child becomes ill or has an accident, the school may need to send your child home. It is very important that we have up to date contact and emergency contact details in order to get your child home as soon as possible.

Taking Medicine in School

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving.

Where there is a need for medication to be administered during the school day on a short-term basis, parents are responsible for this. Where a child needs to take medication over a sustained period of time because they have an ongoing condition such as asthma, diabetes or a nut allergy this must be negotiated formally and the appropriate forms and procedures signed and agreed beforehand.

Our pupils are not allowed to bring medicines of any kind to school. If your child is asthmatic, please arrange for a spare inhaler to be kept in school.

Safety

We have staff trained in First Aid and when your child required to have First Aid administered by them you will be informed by means of a note home. Where a child has experienced a bump to the head this will always be logged in school and a note sent home. Playground Staff carry First Aid kits with them at all times to deal with minor grazes and scrapes which need a plaster and /or antiseptic wipe.

Keeping Safe - As part of our safety measure here at Abernethy, we ask that all pupils sign in and out when leaving the building during the school day e.g. for home lunch. This ensures we have an accurate record of numbers within the school building at any one time.

10 School Improvement

The main achievements of Abernethy Primary School and Nursery can be found in our Standards and Quality Report which is published annually and is available on both the Perth and Kinross website and school website.

Our Nursery and Primary provision were inspected by Education Scotland (HMI) and Care Inspectorate in March 2016.

HMI evaluate a school's capacity to improve and answer the following questions.

- How well do children learn and achieve?
- How well does the school support children to develop and learn?
- How well does the school improve the quality of its work?

Our school also uses these questions to evaluate our own work and to look at ways in which we can improve.

The HMI reports for schools can be found at the following link:

<https://education.gov.scot/inspection-reports/perth-and-kinross/5340128>

Our Nursery was also inspected by the Care Inspectorate in August 2018. We were awarded Very Good for both Quality of Care & Support and Quality of Staffing.

The School Improvement Plan outlines key priorities which are undertaken to improve the quality of work and outcomes for learners. It can be accessed on the school website and is displayed in the school.

11. Day to day life

Arrangements for Emergency Closure

Early Closures: e.g. Severe Weather Conditions – heavy snow, wind, floods

If the school has to close during the school day, parents or emergency contacts will be informed via a text service to mobile phones: please ensure that the school office has an up to date mobile phone number for you. Our school website (www.abernethyprimary.org.uk) will also be updated.

Closures out with School Hours: e.g. severe weather conditions

The link below will detail information about school closures

www.pkc.gov.uk/schoolclosures

Detailed information will be issued annually, early November and is posted on our school website www.abernethyprimary.org.uk

In the event of the school remaining open during heavy snow, parents should make the decision of whether or not to send their child to school based on the safety of walking conditions on the roads and pavements; our school playground will be in a similar condition.

Emergency Arrangements

In the event of an emergency [e.g. if your child becomes ill or has an accident] or in exceptional circumstances, the school may need to contact parents or emergency contacts; on rare occasions it may be necessary to send every child home. It is, therefore, most important that parents keep the school informed promptly about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts. Forms prepared for this purpose are available upon request from the school office.

In the event of having to close the school before staff and pupils arrive because of severe weather conditions:

Useful Contact Numbers

- Radio Tay Am All Instances Frequency AM 1584 and 1161
- Radio Tay Fm All Instances FM 96.4 and 102.8
- PKC Customer Service Centre – Number for Parents 0845 3011100 (calls charged at local rate) or 01738 475000 (main Council line). Available from 08:00 hours to 18:00 hours however this line may operate from 07:00 hours in exceptional circumstances.
- PKC website www.pkc.gov.uk

Widespread conditions

- Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk and go into the link 'Information for you' listed at the bottom of the page, and then into the link 'school closures'.
- PKC Twitter @PerthandKinross
- Radio Heartland FM 97.5, 106.6
- Used if schools closed are within an area known not to receive Radio Tay signal
- Radio Central Not applicable FM 103.1

Organisation of School Day

P1-7	Mon – Thurs 9am-12.15pm	1.15pm-3.15pm
	Fri - 9am-12.30pm	1.30pm – 3.15pm

Classes are met by their class teachers and escorted to rooms. On occasions when a class have P.E. at the start of the day it is normal for doors to be opened earlier to allow that class to access school to get changed into P.E. kit. At 3.15 pm and all children are escorted to their respective exit doors by class teachers. P1- P3 learners are escorted to the gate.

Uniform and Clothing

School uniform is worn at the request of the school and desire of parent body. Our school uniform is as follows: -

Black or grey shorts or trousers (boys and girls)
Skirt or pinafore (knee length)
White polo shirt, shirt or blouse
Tie
Red cardigan/jersey
Abernethy Primary School red sweatshirts for P1-7
Summer dress (red and white check)
Black shoes rather than trainers
'Indoor shoes' e.g. plimsolls

We recognise that chain stores offer suitable, self-coloured school-uniform items but we do also have a supplier for Abernethy Primary School branded sweat shirts and details of our current online supplier are available from our school office. Occasional orders can be made via the School Office at any time.

The tie may be purchased from Aitken & Niven, George Street, Perth.

Waterproof trousers are required to be worn when participating in outdoor learning activities under wet/damp/muddy conditions. The rationale behind this is to ensure that children are

not sitting in class in clothes that are muddy or damp. The waterproofs and shoes worn should not be kit that is used for PE. It is recommended that old kit is kept in school for this purpose.

Unless specifically told otherwise, when children are on school trips and educational visits, they are expected to wear uniform for easy identification in crowds and because they are representing the school.

Parents should provide an old smock for art lessons to avoid marks getting on clothing. Primary 4-7 pupils are expected to take responsibility themselves for wearing these at appropriate times.

P.E. Kit

For P.E. activities the uniform is shorts and a plain T shirt. Football strips/colours are not permitted to be worn in school. Bermuda type shorts and baggy T shirts are not suitable for apparatus work as they may catch on equipment. As P.E. activities take place outside all year-round pupils should bring a tracksuit or similar and training shoes for outdoor P.E. activities. P. E. kit should be in school on a daily basis and be stored on pegs ideally in a P.E. bag.

Jewellery

All pupils are discouraged from wearing jewellery in particular hoop/dangling earrings. For Health and Safety NO jewellery or oversized headwear/bows are allowed to be worn during P.E. sessions. If your child's ears have just been pierced, they must come to school with their ears taped or, in the case of older children, have their own tape and be responsible for covering up the earrings.

Educational Trips

Class teachers often arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Parents will be asked to contribute to the cost of these trips. Mindful of cost implications we will seek to source educational visits that offer subsidies and ensure all such visits provide value for money. When a child enrolls at Abernethy Primary School their parents/carers are asked to sign a blanket consent form covering school outings. This may be used to cover spontaneous outings e.g. a walk to collect leaves, a trip to the local park to plant bulbs and other planned outdoor learning activities. It is our practice that wherever possible we always issue a separate permission slip for class outings, football team fixtures etc.

A residential activity break is organised annually for P7 pupils and details are provided to parents at time of booking the event.

Homework

It is the policy of Abernethy Primary School to offer home-learning tasks to all pupils. It will be assumed that all parents are in agreement with this policy unless they inform the school to the contrary.

- Parents who are involved actively in their children's development will improve their learning.
- This includes playing games, involving children in shopping tasks, baking, gardening etc.
- In addition, there is a clear advantage in having one to one input in supporting school activities. This is especially the case with early reading.
- Teachers will indicate which aspects of learning that would benefit from adult support at home. This will be included in the termly newsletter to parents, showing how parents can help and also on the weekly homework log. This log also allows parents to comment.
- Homework will be a part of regular planned weekly activities.
- The time spent on homework tasks should generally not exceed 30 minutes per evening for older pupils.
- Tasks may include extra practice in reading, spelling, tables or research tasks, preparing

- a talk, learning a poem, active learning tasks etc.
- Homework will vary according to child's ability and development. Reading practice and activities will be set according to the stage of development and needs of the individual pupil. As every pupil progresses best at his/her own pace, reading books will be allocated according to the teacher's judgement rather than to a set timescale.
- Your cooperation is sought in ensuring that home learning is completed in time and to a reasonable standard, though as independently as possible

Aims of Home Learning are: -

- consolidate school learning experiences at home.
- investigate and prepare work in advance of a lesson to make effective use of class time.
- to give parents an opportunity of observing the pupil's current work.
- We hope home-learning tasks will support the partnership between home and school and will encourage children to take increasing responsibility for their own learning

When children are ill or on holiday, it will not be the normal practice of the school to send work home.

We offer a weekly homework club at lunchtime as a drop in for learners who wish to have some time or support with home learning tasks. It also allows learners to have access to digital technology which may be difficult to access at home.

School Clubs

After School Clubs

Perth & Kinross Council Active Schools normally offer a range of after school clubs at various times of the year. The type of clubs offered is normally sporting and depends on the expertise of staff/volunteers willing to take a club. Any parent wishing to support in delivery of an after-school club is welcome and should contact our Active Schools Co-ordinator Stephanie Inglis on SInglis@liveactive.co.uk

The allocation of places on a club is decided by Active Schools.

Several activities are organised throughout the year on a voluntary basis by parents and teachers or through Active schools. Morning Clubs run from 8.15 – 8.45am and Afternoon Clubs run from 3.15pm-4.15pm. These include: -

- Netball
- Football
- Games/Gymnastics
- Dance
- Badminton

Pupils wishing to attend a club will complete a registration form. Parents MUST notify the school if on a day their child will not be attending the club so that the organising volunteers know who to expect.

Our teachers also offer different clubs throughout the year at lunchtimes. These have included: -

- Art and craft
- Glee choir
- Digital photography
- Science,
- Homework
- Chess and board games

Out of School Care

The After-School Kids Club serving Abernethy and Dunbarney Primary Schools offers after school care within Dunbarney school from 3.20pm till 6.00pm daily, and [assuming sufficient demand] all day on INSET days; they may also offer care during school holidays – again dependent on demand. Full details of costs and booking arrangements are available on 01577 863143 (normally during club hours) or by contacting The Childcare Strategy Team

(based at Perth Grammar Community Wing) on 01738 472350.

Security

Visitors to School

You will appreciate that security is a very important issue for us in school. It is vitally important that we know exactly which adults are in school at any given time and for what purpose. We have a security entry system currently at the main front entrance door and must ask that all parents enter by this door. Entry to school is only during the hours of 9.00 - 3.15 due to office staffing/opening hours, unless you have a prearranged meeting with a member of school staff outside these hours. Once inside the building, parents are asked not to open doors to any other adult, even a known one; from time to time a parent may be temporarily or permanently denied entry due to family disputes or legal issues. Similarly, children do not open the external doors for visitors.

All visitors to the school sign in and wear an identity or visitor's badge for the duration of their visit. Parent helpers wear badges and school staff wear Perth & Kinross ID badges. Pupils and staff also sign in and out the building during the school day e.g. for home lunch.