



The Community School of
Auchterarder

Strive to Excel



School Handbook

Academic Session 2020/21

Contents

- 1. Head Teacher's Foreword**
- 2. Introduction**
 - Current Roll (November 2019)
 - Accommodation & Facilities
- 3. Delineated Area**
- 4. Contact Details**
 - School Contact Details
 - Current Staff (January 2020)
 - Parent Council Contact Details
 - Raising Concerns
 - Pupil Absence Procedures and Attendance
 - Communication with Parents
 - Arrangements for New Pupils Entering School
- 5. School Ethos**
 - Vision Values Aims
 - Celebrating Achievement
 - Community Links & Partnerships
 - Positive Behaviour Management
- 6. Parental Involvement**
- 7. Transitions**
- 8. The Curriculum**
- 9. Assessment & Reporting**
- 10. Support for Pupils**
 - Provision for Additional Support Needs
 - Guidance
 - Personal Support
- 11. School Improvement**
- 12. School Policies and Practical Information**
 - School Policies
 - Homework
 - Composite Classes
 - School Rules
 - Transport
 - Health Care
 - School Meals
 - Extra Curricular Activities
 - Organisation of the School Day
 - School Term and Holiday Dates
 - Arrangements for Emergency School Closure
- 13. Name of Child Protection Officer**
- 14. Nursery**

1. Head Teacher's Foreword

It gives me great pleasure to welcome you to the Community School of Auchterarder.

We are extremely proud of our school and strive to provide the very best experience for all our children and young people by creating a welcoming, caring and purposeful environment for learning. Throughout our Nursery, Primary and Secondary we deliver a curriculum which is relevant and responsive both to the needs of individual students and to those of a changing society. Central to this is a strong partnership between staff, pupils, parents and the wider community, including our vital business and college links.

We are guided by our school value 'Respect' and our motto 'Strive to Excel'. There is a real sense of "can do" throughout our school and the notion of respect permeates all aspects of school life. Our children and young people achieve very well in their learning and have a wealth of curricular, extra-curricular and wider achievement opportunities available to them. We work closely with Active Schools and other community organisations to ensure that all our young people have access to a wide variety of high quality activities which promote healthy living through exercise and other activities promoting positive health and wellbeing.

We ensure our young people leave The Community School of Auchterarder with a well-developed sense of their community, both local, and global, and are fully prepared and equipped with the necessary skills to take their place within it. Our young people participate and achieve highly in a wide range of academic and vocational learning and are guided to positive post school destinations relevant to their enthusiasm and interest.

Positive parental engagement is of paramount importance to us and we value working in partnership with parents/carers to ensure the best outcomes and opportunities. We also very much welcome and appreciate your feedback – we are always listening and learning and are pleased to hear about what we are doing well and what we need to work on.

Effective communication is important in any organisation and we strive to the highest standards. There are a number of ways you can keep informed of what we're up to in school: our website has news items and information from individual classes and you can follow us on Twitter: just visit www.twitter.com/thecsoa. We also publish a monthly Newsletter which is also available on our website.

We look forward to working with you to support, guide and motivate your sons and daughters throughout their education supporting them to achieve to the best of their abilities and to prepare them for life beyond school. If you require further information, wish to visit, or discuss any aspect of our work please feel free to contact us.

Mr D Lambert
Head Teacher

2. Introduction

The Community School of Auchterarder is an all-through school comprising Nursery, Primary and Six-Year Secondary departments serving the community of Auchterarder and surrounding district.

The present roll (as of November 2019) is **565 pupils** in the Primary (including **101** in the Nursery) and **531 pupils** in the Secondary.

Nursery	101	P4	66	S1	92	S4	111
P1	72	P5	60	S2	96	S5	76
P2	69	P6	67	S3	94	S6	62
P3	61	P7	69				

Accommodation

The school benefits from modern facilities including specialist areas: Learning Resources Centre (LRC), sports facilities (indoor & outdoor), Drama Studio, ICT suites, Music rooms, Craft, Design & Technology workshops, Art & Design, Home Economics, Science labs, Support facilities, Dining facilities & Assembly Hall.

A Nursery Department

Nursery is open five days a week, with capacity for 48 children attending in the morning session, 48 children attending in the afternoon and 8 attending a full-time session. These full-time places are allocated on a referral basis by Perth & Kinross Council. In addition, provision is made for up to five places for 2 year olds, subject to meeting the Admissions' criteria.

The Nursery provides a valued pre-school service of the highest order to children from age 2 in this area.

B Primary Department

The Primary Department benefits from the shared accommodation such as Assembly Hall/Stage, LRC, Games Hall, playing fields, access to additional specialist curricular areas and some sophisticated aids to learning and teaching normally found only in secondary schools.

C Secondary Department

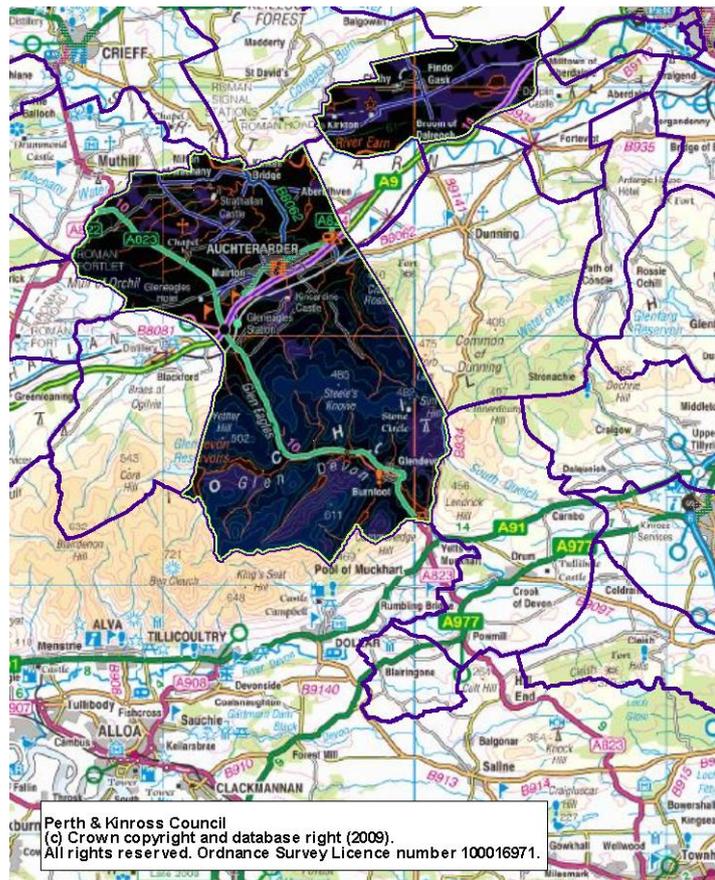
The Secondary Department provides a wide range of facilities and subject availability for pupils from S1-S6. Pupils are presented for a full range of National Qualifications at the Senior Phase.

D Community Use of Facilities

Making school resources and facilities available to the local community is another key aspect of how the school seeks to work with the people of Auchterarder and area. To this end, a number of the school's facilities – particularly sports and leisure facilities - are open in the evenings and at weekends. Sports lets are currently managed by local community group, Sports Hub.

3. Delineated Area

The catchment area of the Primary is the town of Auchterarder, Cloan, Findo Gask, Glendevon, Tullibardine, Strathallan and generally the rural area adjoining the town.



The catchment area for the Secondary includes not only the catchment area for Primary but also the associated Primary schools in Aberuthven, Blackford and Dunning.

4. Contact Details

School Address: The Community School of Auchterarder
New School Lane
AUCHTERARDER
Perthshire
PH3 1BL

Telephone Number: 01764-662182
Absence Line Number: 01764 661255
Fax Number: 01764-663762

E-mail: Auchterarder@pkc.gov.uk
Website: www.tcsoa.com
Twitter: @TheCSOA

Staff List (January 2020)

Senior Leadership Team

Mr D Lambert
Mr M Rushton
Mr M Stewart
Mrs W MacDonald
Miss K McKillop
Mrs K Dalrymple
Mr M Stanhope

Head Teacher
Depute Head Teacher, Secondary (Support for Pupils & Staff)
Depute Head Teacher, Secondary (School Improvement)
Depute Head Teacher, Primary (Nursery/P2)
Depute Head Teacher, Primary (P3-P5)
Depute Head Teacher, Primary (P6-P7)
Business Manager

Primary

Ms L Grant (Nursery)
Mr C Torrens (P1)
Mrs R Marchbank (P1)
Miss B Edwards (P1)
Miss M Bruce (P2)
Mrs A Gough (P2)
Mrs F Holmes (P2/3)
Mrs N Marshall (P3)
Mrs R Denholm/Mrs J MacKay (P3)
Mrs L Straiton/Mrs A Shepherd (P4)
Mrs H Milne/Mrs T Delahunt (P4)
Mr W Beavington (P4/5)
Mrs K Lloyd/Mrs T Delahunt(P5)
Mr Q Dalrymple (P5)
Miss K Wallace (P6)
Mrs K Johnstone (P6)
Miss E McMorland (P6/7)
Mrs S Ruse (P7)
Mrs V McColl (P7)
Mrs J Rogers (Maternity Leave)
Mrs S Vosser (Maternity Leave)
Miss L Marchbank (Maternity Leave)

Design & Technology

Mr D Welsh, Faculty PT

Business Education

Ms M Cullen

Computing

Miss L Robertson

Design, Engineering & Communications

Mrs K Firth

Mr R MacFarlane

Mr R Forsyth

Drama, English & RME

Miss S Reedie, Faculty PT

Drama

Mrs S MacDonald

Miss R Flint

English

Mr S Ferguson

Miss G Crook

Mrs S Corbett

Mrs C Antill

Religious & Moral Education

Mrs J Millar

Administration

Mrs J Rattray (Maternity Leave)

Mrs J Hainey

Mrs L Kerr

Miss S Doig (Acting Office Supervisor)

Ms B Grant

Mrs J Urquhart (Acting Office Supervisor)

Mrs L Pearce

Senior Technician

Mr I Elliott

General Assistant / Auxiliaries

Mrs J MacLaren

Mrs S Davis/ Mrs F Elder

Mrs S Miller/Mrs P Hamilton

Mrs N McLaughlin

Expressive Arts

Mrs A Murch, Faculty PT

Art & Design

Miss M Farquhar

Miss A Thomson

Miss M Bititci

Music

Mr S Brown

Miss S Richardson (Primary)

Mr G Baillie (Guitar Instructor)

Mr W McMullan (Brass Instructor)

Ms L Paterson (Drums/Percussion Inst)

Miss M Rutherford (Piano Instructor)

Mrs E Waterston (Woodwind Instructor)

Ms Z Perman (Vocal Instructor)

Guidance

Ms C Brooks, PT

Mrs A Kesson PT

Ms C Dawson, Project Officer HWB

Health & Wellbeing

Mr F Urquhart, Faculty PT

Health, Food & Textile Technology

Mrs J Towns

Mrs A McGregor

Physical Education

Mr D Kinross

Mr P Shore

Ms N McLintock

Mathematics & Numeracy

Mrs L Ledger, PT

Mathematics

Mrs S Caudrey

Mr R Cooper

Ms C McClelland

Mr B McKenzie

Modern Languages

Mr J Hemmann, PT

Mrs N Savage, PT

Mrs A Merone

Mrs F High

Learning Resource Centre

Mrs P Philpott, Senior LRC Assistant

Mrs A Walker, LRC Assistant

Active School Coordinator

Miss L Renicks

Community Link Worker*

Mrs M Campbell

Janitors*

Mr A Birt

Mr G Noonan

Mr D Creelman

Mr N McLean

Science

Mrs J Anderson, Faculty PT (Maternity Leave)

Mr G Crawford

Dr A Marshall

Miss E Platt (Acting PT)

Dr A Smeaton

Mrs L Simpson

Mrs G Spalding (Maternity Leave)

Social Subjects

Mrs V Richmond, Faculty PT

Mr B Henderson

Mr G Scott

Miss S Barker

Support for Learning*

Mrs K Nicol, PT

Mrs F Murchie

Mrs P Welsh

Mrs S Keating

Pupil Support Assistants

Mrs E Brodie

Mrs A Donald

Mrs L Haworth

Mrs S Hearn

Ms C Huntley

Mrs R Kane

Mrs J Kay

Mrs J Marshall

Mrs L McLuckie

Mrs L Mitchell

Mrs S Radley

Ms E Smith

Mrs R Waghorn

Mrs S Warrington

Mrs B Baxter

Mr A Sharp

Mrs H Leslie

Senior Early Childhood Practitioners

Mrs A Leckie

Early Childhood Practitioners

Mrs L Baxter

Mrs H Leslie

Mr H MacKinnon

Mrs D McNaughton

Miss J Montgomery

Mrs E Shepherd

Mrs E Turner

Mrs G Watson

Mrs S Duncan

Mrs B Simpson

Play Assistants

Mrs L Haldane

Miss L Moran

Primary Lunchtime Supervisor

Mrs H Leslie

Mrs P Hamilton

Ms C Hanslip

Primary Pupil Support Teacher

Miss Clare Davidson

Parent Council

Chair of the Parent Council: Mr John Rogers

The Parent Council can be contacted at: Parentcounciltcsoa@gmail.com

Raising Concerns

The continuing success and development of the school is built on the partnership that exists between parents, staff, and pupils. Therefore, there is a need for good two-way communication between parents and the school.

You are welcome to contact us at any time. In an emergency or serious situation you can of course, call at the Main Reception (Secondary building) without an appointment. However, if possible please send a note or ring the school to make an appointment. Quite often a matter can be resolved by just telephoning the appropriate Depute Head Teacher as follows:

Nursery & P1/2	Mrs MacDonald	S1 to S3:	Mr Rushton
P3 to P5:	Miss McKillop	S4 to S6:	Mr Stewart
P6 to P7/S1	Mrs Dalrymple		

Formal complaints should be sent to the appropriate Depute Head Teacher above.

If you are in any doubt what to do, please contact the school.

Pupil Absence Procedures

A dedicated Pupil Absence Line is set up for you to notify us of your child(ren)'s absence from school. This is a voicemail facility which is available 24 hours a day.

Please ring **01764 661255** as soon as possible, ideally before 8.30am and leave a voicemail message after the prompt, with the following information:

1. Your name
2. Your child's name
3. Your child's class/registration group
4. Reason for the absence
5. Likely timescale of absence

If your child is required to attend an appointment (eg. medical appointment) please provide your child with a note, either prior to the appointment or on his/her return to school. Failure to inform the school will result in your child being marked with an unexplained absence.

For emergency appointments, which require pupils to be taken out of school on the same day, please contact the main school number and speak with a member of the admin team.

Parents who may wish to keep their child off school for some acceptable reason should send a note to the Head Teacher explaining the circumstances, asking in advance for the necessary leave of absence. Every effort must be made to minimise any disruption to your child's education.

In order to keep a careful check on non-attendance we utilise the text messaging service called **Groupcall**.

Parents/carers have been asked to provide the school with one mobile number and the name of the person who should be contacted with any Groupcall text message.

Unless we are notified of a reason for absence, on the first day of absence you will receive a Groupcall text message requesting information regarding the reason for absence.

Please respond to the message either by letter or telephone call to explain your child's absence. Groupcall messages will continue to be sent if we do not get a response and your child remains absent. Parents are unable to reply with a text message. You will know that the message is a legitimate one because it will be sent to you from Groupcall and 'Com. Sch. of Auchterarder' will appear at the front of the message.

Our Administration staff liaise with pupils and parents with regard to pupil attendance and late-coming.

Attendance and Punctuality

Pupils should be punctual and regular in their attendance. School begins at 09:00 each morning. Pupils should try to arrive five minutes early so that they are in good time for registration. If for any reason they arrive too late for registration or come in late at any time during the day, pupils should report to Main Reception, located at the entrance to the Secondary building and receive an 'Acknowledgement of Late Arrival' slip before going to their classes.

Pupils must not leave the school premises during the school day, apart from lunch-time (Secondary pupils only), unless permission has been sought from a member of staff. If pupils do have to leave school during the day for any reason, they must report to the Main Reception both on leaving and returning.

If a pupil is late for any reason, a note of explanation would be appreciated. It is important to avoid, where possible, any breaks in a child's education. Accordingly, parents are encouraged not to arrange family holidays in school time.

Cases of significant or repeated unexplained absence having a detrimental effect on a pupil's education are normally referred to the Authority for further action. The case may be referred to the Reporter to the Children's Panel and in turn this can lead to the pupil being placed under supervision or the parents prosecuted.

Communication with Parents

Groupcall

We operate a text messaging system called Groupcall which enables us to send text messages to parents' mobile phones. This means we can pass a message to groups of parents quickly and easily. Text messaging, in addition to notifying parents of pupil absences, will only be used in appropriate situations for example:

- Changes to school meetings or events
- Cancellation of after school activities
- School closures of any kind
- Reminders for notes when pupils are absent
- If a child has been placed on detention

Groupcall e-mail communication is used to notify parents of general updates including the Parent Calendar, School Newsletters, events etc.

To allow us to make best use of this facility it is important that parents keep us updated of any changes to their mobile phone numbers and email addresses.

School Website

The School website address is: www.tcsoa.com.

Here you will find information on a wide range of school news, issues and events.

Social Networking

The School has a Twitter account: @TheCSOA and daily updates are given.

Show My Homework

We are now using Show My Homework which is a mobile platform whereby parents & pupils can see homework issued in real time, via mobile, tablet, laptop or desktop devices. This platform is currently being used by all Secondary staff.

Parents/carers are issued with a Parent Pin to access information regarding their children's homework.

Pupils can login using their glow credentials, e.g. gw10smithjohn@glow.sch.uk

Parents can access Show My Homework via a mobile app which is available from the App Store (iOs) or Play Store (Android) or alternatively via the Show My Homework Website.

SEESAW

Seesaw is used across the nursery and primary classes. It is a platform by which children, teachers, parents/carers and families can regularly view children's achievements and share successes with them.

Parent Contact Meetings

A number of Parent Contact meetings will be held throughout the year (please refer to the School Website and Parent Calendar – a hard copy is available from Main Reception.) On these evenings you will be able to hear a first-hand report on your child's progress and attainment from his/her class/subject teachers and be able to obtain answers to any questions you may wish to ask. Your child will benefit greatly from your attendance at these meetings. Teachers want to find ways of improving performance and your support will help them to do this. We use an online booking system to arrange parents' evening appointments with your child's teachers.

In the event that you are unable to attend on the night and have any concerns regarding a particular subject, please contact the school and we will arrange a suitable time for you to discuss your issue with a Depute Head Teacher.

School Newsletters

To keep parents up to date with school news and informed of events and initiatives, a school Newsletter is prepared monthly (currently under review) and is available for viewing or download from the school website or by picking up a hard copy from Main Reception. An email is sent out to parents/carers informing them when the Newsletter is available.

Information Leaflets

A wide range of information leaflets for pupils and parents are available from the school and are also published on the school website.

Arrangements for New Pupils Entering School

Parents wishing to enrol their child at this school are invited to contact the relevant Depute Head Teacher to arrange a visit to the school:

- Mrs MacDonald: Nursery- P2
- Mrs McKillop: P3-P5
- Mrs Dalrymple: P6-P7
- Mr Rushton: S1-S3
- Mr Stewart S4-S6

For Secondary pupils, this initial visit will also include discussion of appropriate courses for the child/young person. All new enrolments will have 'buddies' assigned to them from their peer group, who will ensure they find their way around the school and act as an initial point of social contact.

Each child/young person is assigned to one of our two Principal Teachers of Guidance, who will make early contact with parents/carers, and work in partnership with them to ensure a smooth transition and on-going support for the child/young person.

5. School Ethos

Vision Values Aims

Motto - “Strive To Excel”

Vision -

Our vision is of a confident and ambitious school community where attainment and achievement are valued and encouraged in a safe, happy and supportive environment.

Values -

We have a single value from which everything else is derived: RESPECT

- Respect for ourselves
- Respect for others
- Respect for the way we do things here

Aims -

We aim:

- To provide excellence in Learning and Teaching and achievement for all
- To ensure that all pupils experience the entitlements as defined by a Curriculum For Excellence
- That all members of the school community take responsibility to ensure that the rights of all are respected
- To actively promote the health and wellbeing of all
- To maintain and develop good community partnerships
- To ensure equity and equality in everything we do

We are in the process of reviewing our values, visions and aims and will update these in due course.

Celebrating Achievement

The school actively promotes and celebrates achievement in a number of ways including:

- Assemblies
- School Newsletters
- School website
- Twitter feed
- Local press
- Standards and Quality Report (annual publication)

Community Links and Partnerships

The school has developed strong partnerships and links with the local community, businesses and agencies which include the following:

Auchterarder & District Rotary Club	Strathallan Times
Auchterarder Camera Club	Live Active Leisure
Burns Society (Blackford & Aberuthven)	NHS
Auchterarder Community Partnership	Perth & Kinross Council – Early Education & Childcare team
Business Dynamics	Parkdale Care Home
Cheeky Monkeys Nursery	Perth College – University of the Highlands and Islands
Auchingarrich Wildlife Centre	Scottish & Southern Energy
Hadden Construction	Skills Development Scotland
Doodlebugs Nursery	Tayside & Central Fire Service
First Responder	Police Scotland
Gleneagles Hotel	Youth Services
Highland Spring	Generations Working Together
Robertson's Construction	

Please note: this list is not exhaustive.

Positive Behaviour Management

Restorative Practice

Since 2011/12 and in line with National and Perth and Kinross Council Priorities, the school has been implementing Restorative Practice as a means of resolving conflict.

Promoting Positive Behaviour Expectations- Primary

Positive behaviour management, including Circle Time, The Bounce Back Programme, and the House System is for the following purposes:

- to promote teaching and learning
- to enhance pupils' self-esteem, encourage self-respect and respect for others
- to encourage pupils to develop independence through becoming responsible for their own behaviour, and achieving self-discipline and self-control
- to develop interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolving skills

This is done through:

- the promotion of good behaviour
- a clear statement of what children should do and not do
- consistent recognition of children who keep the rules, with a balanced combination of rewards
- dealing with unacceptable behaviour in a manner which is likely to reduce the behaviour recurring, including a scale of sanctions
- letting everyone know there are rules, children, staff, parents, etc. and making it in everyone's interest to keep them
- emphasising to the child that it is the behaviour which is unacceptable, not the child
- being part of a team

Behaviour for Learning Policy - Secondary

The aim of this policy is to establish and maintain a school climate that is based on positive relationships and mutual respect between teachers and pupils. By means of a range of proactive skills and strategies, all staff play their part in encouraging pupils to:

- be polite and well behaved at all times
- develop self-discipline and a sense of personal and social responsibility
- acquire positive attitudes and values based on mutual co-operation
- develop a respect for other people and their points of view
- become increasingly responsible for their own learning and behaviour
- develop the personal qualities and social skills necessary for success in society

There is a system of staged intervention strategies and sanctions built into the policy. Each stage is designed to allow the pupil to reflect on his/her behaviour and step back from any escalation of unacceptable behaviour.

If a pupil requires support with behaviour he / she may be placed on a Monitoring Card by Principal Teachers or by a member of SLT, and pupils will report for monitoring purposes as instructed by the respective member of staff. One main advantage of this system is that parents/carers are asked to look at the Monitoring Card on a daily basis and sign that they have seen the card and give any necessary messages of reinforcement. Pupils are more likely to feel supported when home and school are working together in this way.

Wherever possible, positive behaviour is rewarded. The conscious and strategic acknowledgement of positive behaviour is a key strategy in the Behaviour for Learning Policy.

Anti-Bullying Policy

Our Policy is based on the Perth & Kinross Anti – Bullying Policy. The continued aim of our school ethos is to maintain and develop a friendly and caring environment where children, staff and parents work together in all aspects of school life. Pupils are taught to have respect

for each other and the school. Bullying of any kind is unacceptable, and a range of strategies is employed to tackle any instances.

If you feel your son/daughter may be experiencing any form of bullying then please contact your son/daughter's Principal Teacher of Guidance via the school phone number - 01764 662182, in the first instance:

- Drummond & Tullibardine Houses: Miss C Brooks

- Cloan & Kinkell Houses: Mrs A Kesson

Development of Pupils' Values

In our school 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 and will take account of the individual needs of pupils and the views of parents.

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

6. Parental Involvement

We know from national research that children do better at school and achieve more in life when parents and schools work together. Only 15% of a child's life is spent at school, and so it is very clear that parents have the most influential role in a child's education. In working together we will aim to ensure that every child does the best they can at school and beyond.

Parent contact meetings and parent information evenings take place throughout the year - details of dates and times are available from the Parent Calendar which is published at the start of each school year (copy available from the school website and also Main Reception).

Parents are encouraged to make an appointment and come into school to discuss any concerns and we aim to respond to parents within 24 hours.

We are keen to seek feedback from parents and online questionnaires are now regularly posted on the school website to seek views and gather opinions.

Parent Council

The Parent Council meet regularly with the Head Teacher and other school representatives. Further information regarding Parent Council membership and meeting dates are available from the Parent Council area of the school website.

A number of fundraising events take place throughout the year which are organised by the Parent Council and monies raised provide valuable contribution to the school for activities and other resources.

Parent Volunteers

We welcome the opportunity of parents being involved in supporting the school by helping out in the classroom and participating in school excursions and events. Please contact the school for further information if you are interested in becoming a Parent Volunteer.

Further information regarding parental involvement is also available from the Council's website:

<http://www.pkc.gov.uk/parentalinvolvement>

7. Transitions

Pupils entering the school in Nursery, P1 or S1

The vast majority of pupils join us in this way and we make every effort to ensure that their early experiences in school are happy ones.

Arrangements are in place to enable pupils and parents to visit the school before joining us.

Nursery and P1 pupils will attend an induction day in June where they will visit their classroom and meet their teachers. Parents can attend an information session also held in June. A Nursery transition programme is in place throughout Nursery to prepare pupils for entry into P1.

P7 Pupils attend a programme of three full transition days in Secondary between November and May and two full induction days in June. These days give the pupils the opportunity to familiarise themselves with the school and Campus. The induction days in June allow pupils to meet their classmates, teachers and follow their timetable. In addition, an information evening is held for pupils and parents in November and June.

The school works closely with the Associated Primary schools to prepare a transition plan which includes a number of planned activities throughout the year, for example, a residential trip in October each year (P7) and January (P6).

Please refer to '*Transfer of Pupils P7 – S1 Parent Information*' leaflet for further information. A copy is available from the school website and School Reception.

Successful Transitions for Pupils with Additional Support Needs

For children with Additional Support Needs an enhanced transition programme will be discussed and agreed between school staff and parents/carers. This may include additional preparatory visits and a phased enrolment as required.

Planning for successful transition to post-school learning is done through Young Person's Plan Transition meetings anytime from S2 onwards, depending on the level of need. These meetings include the young person, their parent/carer and representatives from relevant agencies including Skills Development Scotland (Careers), Perth College and/or Adult Services (Social Work).

8. The Curriculum

Primary/Secondary Curriculum for Excellence

Languages:

Literacy and English

Language is a means of communication, which involves Reading, Writing, Talking and Listening skills. These skills are taught in a variety of ways and contexts. The methods used are varied and overlap with all other areas of the curriculum, taking account of the needs of the individual child. Language is not taught in isolation – it is central to all other curriculum areas.

Modern Languages – French and German

Pupils from P1 learn French and are introduced to German in P5. The main emphasis is on talking and listening, to encourage pupils to experience a foreign language with confidence and to have fun. Staff from the Secondary department support the learning & teaching in this area.

Pupils will continue to study the language studied in Primary, in S1 & S2 with expected study to continue for all until at least the end of S3, but recommended into S4.

Numeracy and Mathematics

We aim to:

- Help pupils develop confidence in their ability to use mathematics

- Develop learning through practical activity
- Develop logical thinking
- Develop desirable attitudes toward learning and the fostering of investigative skills

The programmes of study are designed to allow each pupil to progress at a pace suited to the child's ability. By experiment and practical application pupils will reach a sound working understanding of basic concepts in Number, Money, Measure, Problem Solving, Information Handling, Shape, Position and Movement. Pupils also gain experience in working with calculators and computers.

Social Subjects

The overall aim of social subjects is to develop children's awareness of the world around them, i.e. their environment – home, locality, the wider world, things natural and man-made. It covers Social Studies (i.e. People, Past Events and Societies; People, Place and Environment; People in Society, Economy and Business)

As pupils progress through S3 they will begin to focus on discrete disciplines; History, Geography and Modern Studies.

Sciences

Science is taught as a discrete subject, although there are curricular links with Maths, English, Technology and Health. In Primary this is taught by class teachers who follow the experience and outcomes of Curriculum for Excellence.

Pupils will practise a range of inquiry and investigative skills, scientific analytical thinking skills and develop skill to become a scientifically literate citizen. Into S3 pupils will begin to focus on discrete disciplines; Biology, Chemistry and Physics.

Health and Wellbeing

Learning through Health and Wellbeing promotes confidence, independent thinking, positive attitudes and positive dispositions. It is the responsibility of each teacher to contribute in this area.

The Health and Wellbeing programme includes mental, emotional, social and physical wellbeing; planning for choices and changes; food and health; substance misuse; relationships, sexual health and parenthood. Physical Education, physical activity and sport are also an integral aspect of Health and Wellbeing and a proportion of this entitlement is delivered by a Secondary PE teacher. Class teachers augment this provision to ensure two hours of PE are delivered weekly across the year. Pupils in S1 are timetabled for 3 periods and S2– S5 are timetabled for 2 periods of core PE.

Expressive Arts – in the Primary

The expressive arts are: Art & Design, Dance, Drama and Music. They are a vital part of the school curriculum and provide pupils with opportunities for creativity and expression.

Art and Design

Each pupil receives art and design activities delivered by the class teacher. Pupils experience a variety of activities including drawing, painting, construction of 3D models, design and make, collage, printing and art appreciation.

Dance

Dance is taught during PE lessons.

Drama

Drama can be linked to any area of the curriculum. Drama activities involve use of non-verbal language, role-play, movement, gesture and facial expressions all of which help give children confidence.

Music

Pupils experience a broad variety of musical activities which include listening, singing, percussion playing and inventing music. Instrumental tuition is available to P4 to S6 pupils. Pupils are taught music by a Secondary Music Teacher.

Religious and Moral Education (RME)

Religious Education is not about indoctrination or instruction in a specific faith, but is about wider moral education, which fosters children's respect for themselves and others, and an

appreciation of the world around them. It is often integrated into topic work, the Personal & Social Development curriculum and into the day-to-day life of the school. Specific Christian festivals, such as Harvest, Christmas and Easter, are celebrated, as well as children learning about celebrations in other faiths. Many religions of the world are studied with the aim of helping children to take their place in our multicultural society. Where possible we invite guest speakers from other world religions to share their faith with children.

Technologies

Pupils in Secondary have enhanced technology experiences through, Craft Design & Technology, Business Education, Computing and Health, Food and Fashion Technology. All children have regular access to our networked computers as technology permeates all areas of the curriculum. Staff have been trained in their use and there is a wide range of programs to enhance all areas of pupil work both in the classroom and in the Computer Suite.

S1/S2

During S1 and S2 all pupils will follow a Broad General Education working in the curriculum areas as described above with setting in English, Mathematics and Modern Languages.

The first two years of Secondary education provide for pupils the opportunity to:

- build on their experience of the Primary School;
- continue to discover their strengths and areas for development, especially in the new subject areas they will be following;
- prepare for the Senior Phase of Secondary education.

We hope your child will settle happily as a pupil in the school and with your encouragement and interest involve themselves in their studies and other school activities. It is important that pupils take the opportunities that are available to them, produce the best quality work of which they are capable and have the will to succeed.

As we continue further implementation of the Curriculum for Excellence Programme and a period of curriculum transition, we may adjust subject allocation time. This will provide for personalisation and choice and also an increased personal/wider achievement dimension. The Wider Achievement Programme was introduced in session 2013/14 for all pupils – S1 to S6.

S3/S4

The shape of the curriculum in S3 and S4 is based on a continuation of the principles of the Broad General Education (BGE) and progression to National 4 and National 5 certificates. On entering S3, whilst still adhering to the BGE, pupils will personalise their curriculum where there is a greater focus on more discrete subject areas leading to National Qualifications. Pupils are supported in choosing a balanced curriculum.

The main differences between the courses taken in S1 and S2 and those in S3 and S4 therefore are:

- fewer courses taken (allowing greater curriculum personalisation)
- a guided/recommended selection of course pathways
- success marked by the award of a national certificate (course content laid down nationally and examined by national bodies external to the school)

Pupils and parents will be kept fully informed about the requirements of the courses at this stage. A special support programme is organised for pupils within S2 PSE and for parents, including website information with subject information and course choice option forms as well as a Parent/Teacher evening where parents can meet with staff in order to discuss curriculum pathways.

These arrangements should allow pupil to choose pathways, according to their needs within a framework of educational opportunities. A balanced curriculum keeps options open and allows pupils to adapt to changing circumstances as they grow older. Please also note that individual courses will run dependent on the availability of staff and viable numbers opting for the course.

National Qualifications' courses have been developed for pupils of all levels of ability from N2 – N5, Higher and Advanced Higher. Each pupil will work at a level appropriate to his/her ability. Assessment can still involve formal examinations (National 5 and beyond) but it is important to note that the final award in national courses is dependent to a large extent on progress in class, with assignments, investigations and homework given throughout the course.

Further information regarding National Qualifications can be accessed through the Scottish Qualifications Authority (SQA) website at www.sqa.org.uk.

During S4, pupils will be offered the opportunity to participate in Work Experience, arranged through Guidance Staff. This process begins in the June of S4 where pupils prepare for the Work Experience programme during their PSE period. Employability skills are also a key focus in the Fourth year for all.

S5/S6

Following SQA examinations, pupils may decide to leave school on the leaving date of 31 May if age permits, i.e. 16 years old before 1 October following the leaving date. Increasing numbers of our pupils return to school after S4 and choose a provisional Fifth Year course to follow throughout June after the new school timetable begins. This time is vital to success in Fifth Year courses. The provisional Course Choice is confirmed and altered in the light of examination results when pupils return to school in August.

At this stage a substantial amount of personal choice is involved in the selection of individual courses. It is essential that pupils avail themselves of careers and other advice available before making these important decisions.

We expect our pupils to build on the successes already achieved in S4 and we seek to ensure that the pupils link their course choices to their future plans. College and City Campus are also course options at this time.

Sixth Year pupils are granted certain privileges, accompanied often by additional responsibilities, especially if they are chosen as a Prefect, House Captain or a member of a House Committee. One privilege is that of study time. This is done under supervision in the Learning Resource Centre or out of school during identified study time. Learning to use study time to best advantage is one of their main lessons, especially for those going on to University or College.

Pupils in Sixth Year may have a lesser load in terms of subjects and consequently can be involved in school and/or community service. Pupils are encouraged to take advantage of this not only to help others but to help themselves by widening their contacts with people and broadening their range of experience.

Some Fifth Year Pupils are obliged to continue at school until the Christmas leaving time. Continuing with a course in school of traditional subjects, combined with other experiences on offer is always of value. All pupils in these years should seriously consider undertaking a block of work experience, work shadowing, or more vocational units of work linked to Perth College and Campus courses.

For most pupils who follow academic courses culminating in SQA examinations, the target is to gain the qualifications necessary to enter Further or Higher Education at a suitable level or go direct to a chosen career. Their studies and career investigations will be guided principally and in the first instance by the Guidance staff.

Skills Development Scotland (SDS)

Careers advice is regularly sought and required. Pupils will be informed about the types of careers available, often through talks by representatives of those careers and encouraged at

frequent intervals to investigate some likely careers for themselves, matching them to their progress in school and the development of their interests. At any point but more especially from S4, each pupil will have, if they request it, an interview with our Careers Coach whose task is to provide specialised information and coach. The Guidance team will assist with the organisation of an interview with the Careers Coach.

Parents are welcome to join in this process of careers advice at any time by approaching the Head Teacher or attending the interviews in school with the Careers Coach. Your child will tell you when these have been arranged and normally receive a text message to alert them to this.

Our Careers Coach is based in the Support Services building (near the Learning Resources Centre) for three days per week in support of the Authority's Careers Education Policy and provides the following services:

- Assistance with subject choice
- Class sessions and one to one sessions covering topics such as career options after school; University/College; jobs for school leavers etc.
- Career Interviews: Any pupil can ask to see the Careers Coach to discuss career plans and career options as these develop, especially relevant to S4-S6 pupils. Parents should encourage their children to speak to the Careers Coach from time to time. The Careers Coach is also very happy to meet parents to discuss any issue
- Assistance with placing into employment and training
- Careers Information for pupils and to support the school careers library

Relationships Sexual Health and Parenting.

These areas of Health and well-being are addressed more specifically within the PSE programme, but is also embedded within your child's wider education about relationships and healthy living.

Careful monitoring is used to ensure that:

- National and Authority guidelines are adhered to
- teaching and learning are appropriate to children's age, understanding and development
- no inappropriate teaching or use of inappropriate materials occur

Parents are consulted in advance when our programme of is being developed or reviewed and individual parents are able to raise any related concerns with the Head Teacher.

9. Assessment & Reporting

Assessment

Assessment is on-going where progress is regularly monitored by the teacher in relation to previous attainment levels. Assessing in this way gives us a good picture of how a child is progressing. It also tells us whether the child is working to the best of his/her ability or whether it would be beneficial to have extra support.

Assessment is also used by the teacher to plan effective teaching which is suitable for the age, aptitude and ability of the individual pupil.

Pupil performance is carefully monitored through appropriate assessment of different types, including formative and summative, at regular intervals. Sometimes examinations (a more elaborate "test") take place but the teacher's opinion of pupil progress is based upon all assessments and not on one examination. Continuous assessment along with examinations is used by all departments. It is very important that pupils not only work hard and improve their skills and knowledge but impress their teachers with a willing attitude.

For S4, S5 and S6 pupils, Preliminary Examinations ("Prelims") usually take place before the end of January.

Information about study leave for *specific* year groups will always be given ahead of the Prelim and May exam diets. Teachers are constantly on hand to give assistance and in certain circumstances will require pupils to attend special revision sessions.

Assessment needs to:

- Reflect the principles of Curriculum for Excellence
- Relate to planned learning experiences
- Have the flexibility to meet the needs of all learners
- Involve learners

Profiling

By the end of Session, all P7 and S3 pupils will have completed a Pupil Profile, documenting their achievements, progress & skills. In S3, this is administered via PSE lessons and through the My World of Work profiling tool.

Reporting

Reporting takes place in various formats throughout the session for all year groups (3-18).

Methods of reporting include:

- Tracking Reports: 3 times a year for BGE; 4 times a year for Senior Phase
- Formal Teacher Reports
- Parent evenings and drop-in sessions (2 per year for S4,S5 & S6)
- Open evenings

Please refer to the Parent Calendar (available from the school website and Main Reception) for further information of planned dates for Reporting.

10. Support for Pupils

Provision for Additional Support Needs

We recognise that children or young people may need additional support at any time during their school life. We also recognise that any number of different circumstances can affect an individual child's ability to learn. So support may need to come from health, social work or certain voluntary organisations, as well as from within education. Whatever your child's needs, we will strive to identify them as early as possible and provide the necessary support in a way that does not make your child feel singled out.

All class and subject teachers at The Community School of Auchterarder hold the responsibility for educating all pupils (including those with Additional Support Needs) but receive support, advice and guidance from Support for Pupils staff from within Guidance, and Support for Learning.

Support for Learning

Support for Learning teachers have a responsibility to:

- Assess the learning needs of individual pupils
- Identify appropriate strategies, courses and materials to address learning needs
- Collaborate with class teachers, parents and pupils to develop Individualised Educational Programmes for pupils with significant additional support needs and work in close partnership with class teachers to ensure that Additional Assessment Arrangements for SQA exams are in place
- Work in close partnership with parents/carers, other Support for Pupils staff (e.g. Community Link Worker and Guidance teachers) and support agencies to monitor and review the additional support needs of, and the adequacy of additional support provided for, each child and young person with additional support needs.

All staff in the Support for Learning Department use the principles of GIRFEC (Getting it Right for Every Child) to identify and meet the needs of any child or young person with additional support needs.

Further Information and Advice

School contacts:

Primary: Mrs W MacDonald, Depute Head Teacher (Nursery to P2)
Miss K McKillop, Depute Head Teacher (P3 to P5)
Mrs K Dalrymple, Depute Head Teacher (P6 to P7)

Secondary: Mr M Rushton, Depute Head Teacher (Support for Pupils and Staff)

The school can provide information sheets and leaflets on various aspects of Additional Support for Learning including the Education (Additional Support for Learning) (Scotland) Act 2004 and Education (Additional Support for Learning) (Scotland) Act 2009.

Enquire – the Scottish advice service for additional support for learning (a charitable body registered in Scotland under registration number SC003527). Operated by Children in Scotland, Enquire offer independent, confidential advice and information on additional support for learning through:

- a telephone helpline – 0845 123 2303
- an email enquiry service – info@enquire.org.uk
- an online enquiry service
- two websites:
www.enquire.org.uk (for parents/carers and practitioners)
www.enquire.org.uk/yp (for children and young people)
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

Guidance (Secondary)

We value a high quality of educational experience based on effective learning and teaching and equality of opportunity. We seek to extend the intellectual abilities of our pupils to their fullest potential. To allow young people to develop we aim to ensure a secure, happy and positive atmosphere. Emphasis is placed on caring for all members of our school family and creating successful learners, confident individuals, responsible citizens and effective contributors.

On entry to the Secondary, pupils are allocated to a Guidance/House class, with all classes containing pupils of different abilities.

Indeed, all teachers are willing to give first line guidance and help to any pupil who approaches them. Pupils will also be linked with a Guidance Principal Teacher who can provide more specialist support when it is needed.

The Guidance “team” comprises the Head Teacher, two Depute Head Teachers and two Guidance Principal Teachers. They will approach all pupils at suitable times to offer advice and help.

Parents should encourage their child to approach any member of the team to seek advice or help.

In addition to personal guidance, Guidance Principal Teachers:

- Arrange 1:1 interviews with pupils as required
- Help pupils make appropriate subject choices
- Support pupils by preparing and teaching (1 period per week) the school Social Education Programme for S1 to S4 (some subject teachers assist the PTs Guidance in teaching PSE)
- Organise a Conference model of PSE for S5 & S6 – S4 receive a double period of employability through PSE.
- Identify and support pupils at risk for any reason
- Support the monitoring and tracking of pupil attainment
- Provide effective communication with primary schools and external agencies e.g.

- Educational Psychology Service, Social Work Department, local employers etc.
- Offer personal counselling to all pupils on request at any time in the day convenient to teachers, Guidance Staff and pupils
 - Help pupils in their choice of career, University, College and job applications

11. School Improvement

Achievements

Each year, the school publishes a *Standards and Quality Report* which details school achievements and performance information relating to the previous school session. A copy of the Standards and Quality Report 2018/19 is available from the school website. Alternatively, please contact the school for a copy.

School Improvement Planning

A copy of the School Improvement Plan 2019/20 is available from the school website. Main points for action are as follows:

Target Development Area 1: Literacy and Numeracy

Raise attainment of all pupils in literacy and numeracy, including targeted interventions to close the poverty – related gap.

Target Development Area 2: Health and Wellbeing

Improve the Health and Wellbeing of pupils and staff, physically and mentally, to ensure best performance from all.

Target Development Area 3: Leadership

Increase opportunities for leadership across the whole school and Community.

12. School Policies & Practical Information

School Policies

A copy of the following School Policies and Parent Information leaflets are available from the school:

A Positive Start – Health and Wellbeing Policy)
Anti Bullying Policy
Homework Policy
Mobile Phones & Internet Security
Support for Pupils Policy
Transfer of Pupils P7 – S1

Homework

In **Primary** the aim of homework is to extend children's education and, through fostering parental involvement, to develop a link between home and school. In setting work to be completed at home, the teacher takes into account the needs and abilities of the individual pupil and ensures that the work load is never excessive.

We hope you will help further your child's education by hearing them read. To assist you we have prepared some notes which we hope are helpful. To be good readers your children must be sure of themselves, relaxed and confident that they can manage, so:

1. Let them know you want to hear their reading each evening after school.
2. Set a regular time when you know you can attend to them without being disturbed.
3. Keep the length of the session short, not more than fifteen minutes at most. If they are not attending well, stop the session and arrange to complete it later.
4. Sit them by you, away from others in the family and away from television, computer games etc.
5. Listen to them reading.
6. Quietly tell them any difficult words as they come to them.
7. Try to prevent them making errors. It is better to tell them the word quickly than to allow them to struggle.
8. Be patient when they stumble over words that adults think are easy; small words often look alike and can be very difficult to learn.
9. If you know you are getting short-tempered, stop and arrange to finish it another time.
10. Encourage them all the time and show them at the end of the session that you are pleased with them.

The benefits derived from homework may be greatly enhanced through your active encouragement and supervision. To assist in this, all children are provided with Reading Records which not only provide a record of work done but also give you the opportunity of commenting on your child's progress.

The amount and type of homework set varies from stage to stage. In the early years homework will consist mainly of reading, but from Primary 3 onwards appropriate written homework in all areas of the curriculum is given. You can encourage the development of a good work habit by ensuring that tasks are completed neatly and promptly.

While much of the homework set may be of a formal written nature, the child may, of their accord, decide to extend their Environmental Study into the home. This should be encouraged since homework of this type can help to develop a lasting interest in worthwhile leisure pursuits. The provision of reference books and encyclopaedias in the home would help to foster these valuable, independent study habits.

In **Secondary** we believe that homework is one strategy that good teachers use to:-

- involve parents in the formal aspects of their children's learning
- develop the skills of independent learning
- develop research skills

- extend learning outwith the school environment
- extend classroom learning
- consolidate classroom learning

What is Homework?

Any task which a student undertakes outwith timetabled lessons will be called 'Homework'.

Parents are encouraged to check that their child is recording homework on a regular basis and / or sign and make comment on Personal Learning Plans where applicable.

Not all homework is of the "ink exercise" variety. Often it will involve a passage to be read from a book, facts to be learned, a piece of research to be done, information to be gathered or some other task to be performed. In many of these activities, you as parents could be of direct help to your children by giving them the benefit of your own experience and knowledge or helping them to find out for themselves.

The School seeks your co-operation in this matter of homework. Don't hesitate to contact us if you have questions about the amount or nature of the homework tasks set or if you are concerned about the quality of the work submitted by your son or daughter. Teachers will regularly comment on homework on Report Sheets and, in special cases, the school will contact you if concern increases about the standard of the work presented by your son/daughter. It is important to note that homework need not necessarily be done at home, many departments offer study facilities after school.

In the event of a school closure, your child should go onto the school website and identify suitable work for the subjects they are studying.

Please also refer to the updated Homework Policy on the school website (August 2017)

Composite Classes

Primary schools have pupils at seven year stages, Primary 1 to Primary 7. A 'year' or 'stage' is defined as a group of children entering Primary education at a common date.

A composite class is one where children of two or more year stages are grouped together to form a class. Perth & Kinross Council has a range of schools where composite classes are a regular feature.

Why are Composite Classes Formed?

Schools are staffed to agreed standards based on the total number of pupils within the school, regardless of the number of children in each year stage. Head Teachers organise their classes to make best use of available staff, resources and space. Both educational and organisational factors are therefore taken into consideration when forming a composite class.

How are Composite Classes Formed?

The Head Teacher/Depute Head Teacher will use the following criteria to form classes:

- Date of birth
- Gender balance
- Additional Support Needs
- Family Circumstances e.g. Twins

Social and learning groups are not factored into this decision.

The Head Teacher will structure classes based on advice given by the education authority. In Perth and Kinross Council, composite classes are usually formed on the basis of age.

This means, for example, that when forming a P2/3 class and a single stage P3 class the Head Teacher would allocate a group of the oldest P2 children to the composite P2/3 class. Likewise, in forming a single stage P4 class and a composite P3/4 class the youngest group of P4 children would be placed in the composite class.

How can a Teacher Teach Two or More Stages at Once?

Whether your child is in a single stage class or a composite class, you can be confident that the staff in your school are skilled at providing appropriate teaching and learning opportunities for all children. Your child will be working within a programme of nationally agreed guidelines and the activities will be appropriate for his/her age, ability and aptitude. Opportunities for children to work and learn with others in their stage are built in throughout the session.

Uniform and Clothing

All Pupils are encouraged to wear school uniform. The great majority of parents have, on past occasions, shown that they agree completely with this policy and they support the reasons for it. Wearing school uniform is an indication that pupils share a sense of belonging to and pride in their school and that they accept the school's code and standards of behaviour. Uniform emphasises the fact that pupils will be treated equally and serves as an aid to the security of pupils within and indeed outwith the school grounds. It also eliminates peer pressure to dress in the latest designer clothing. You will find more detailed uniform information on the school's website.

Uniform does not mean that a pupil's individuality will be suppressed in any way.

Nursery

The fun and enjoyment of the Nursery experience is lost if your child is worried about spoiling his/her clothes, therefore it is important that your child wears clothes that can be easily washed. We provide plastic aprons for water play and messy activities. For safety reasons jewellery should be kept to a **minimum**. Please remember that the children in the Nursery will have access to our gym facilities and **no jewellery** should be worn during this activity.

Primary

White Polo Shirt (school logo)*

Royal Blue Sweatshirt (school logo)* Black Sweatshirt for P7

Black Skirt/Trousers

Black Shoes - Trainers are not an acceptable aspect of our school uniform

Girls – White Socks Boys – Black Socks

PE – Royal Blue Polo Shirt (school logo)*, Black Shorts/Joggers, Gym Shoes

Royal Blue Cardigan (school logo) – Optional*

Royal Blue Fleece (school logo) – Optional*

Grey Hooded Sweatshirt (school logo) – Optional PE kit*

Lightweight Reversible Jacket (school logo) – Optional*

Primary pupils are requested to bring a pair of indoor shoes (gym shoes) which are left in school.

Secondary

White Shirt

School Tie - available for purchase at reception

Black sleeveless pullover

Black v-neck Pullover long sleeve

Black Cardigan

Black Skirt/Black Trousers

Black Shoes

No leggings, hoodies, trainers, jeans or denim jackets

Prefects

Blazer

Football colours are not permitted to be worn in school.

All orders for school uniforms should be made directly with our supplier, Sprinterz via their online ordering system. Further information regarding school uniform and the ordering procedure is available on our school website:

<https://tcscoa.com/Information/School-Uniforms/>

If you receive Support, **Income Related Employment and Support Allowance** or Income-Based Jobseekers Allowance, and your child is under the age of sixteen and attends a Primary or Secondary school within Perth and Kinross, you may be eligible. Education & Children's Services will consider one application per year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend school.

Further information and application forms are available from the school and also from the Council's website: <https://www.pkc.gov.uk/freeschoolmeals>

Guidelines for Physical Education – Dress, Health and Hygiene

Primary

For health and safety reasons, pupils should wear appropriate clothing for the activity that they are taking part in, specifically shorts, plain t-shirt, gym shoes or clean indoor trainers. For outside, as above but with warm clothing (not school sweatshirt) and trainers preferred.

Secondary

In the interest of high expectations and standards, health and hygiene, pupils should bring the following change of clothing on days when they are timetabled to Physical Education:-

Indoor

Indoor Training Shoes

Navy or Black shorts or track suit bottoms

Royal blue or white polo shirt with the school logo OR a plain white t-shirt

Outdoors

Outdoor Training Shoes

Navy or Black shorts or track suit bottoms

Plain outdoor sports top (navy or black)

Royal blue or white polo shirt with the school logo OR a plain white t-shirt OR the royal blue polo shirt available through Norwich Union extra curricular club membership

The following is also recommended:

Towel to dry off in case of rain

That pupils are prepared with dress for Physical Education indoors should the weather be too bad to go outside and an indoor area has to be used.

For hygiene reasons:

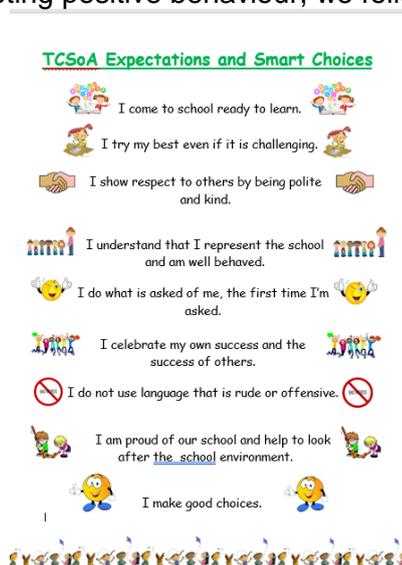
School uniform (jumpers/trousers/shirts) should not be worn during PE. Pupils timetabled for Physical Education at the end of the school day should change back into school uniform to travel home.

Please also refer to the school website for further details.

School Rules

Primary

In our approach to promoting positive behaviour, we follow our Expectations and Smart Choices.



We celebrate success and achievement at our assemblies.

Secondary

Always be:

On time for school, registration and class
Properly equipped
Organised for each subject
Wearing full school uniform

Have your:

Timetable with you every day
Homework in on time

Support others by:

Showing respect and consideration for their learning
Staying on the task as explained by the teacher
Settling quickly and quietly in class
Using materials properly and safely

We all work towards keeping low-level disruption down.

In consideration of others, we commit ourselves to:

Walk on stairs and in corridors
Keep to the left on stairs and in corridors
Place litter in the litter bins
Wait quietly outside classrooms, without causing obstructions, until permission is given to enter
Observe off-limit areas

Transport

Parents of pupils travelling on school transport are asked to impress upon their children the need for a good standard of behaviour. Clear warnings will be issued to those not complying with expectations and if necessary, the Authority will have to take action. I.e. withdrawing child's bus pass. In such cases, the parent is responsible for arranging transport to and from school.

The cost of a replacement bus pass is £5.00. Cheque should be made payable to Perth and Kinross Council.

How do I get free school transport?

Free school transport is only available to pupils attending their catchment school and living more than two miles (Primary) or three miles (Secondary) from the school measured by the shortest available walking route.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

Further information is available from the Council's website:

<https://www.pkc.gov.uk/article/17284/Schools-transport-and-trips>

Health Care

The Community Health Service organises a programme of health care through the visits of various specialists to the school, e.g. Doctor, Dentist, Speech Therapist, and Health Visitor.

Pupils are screened at different stages and you will always be informed of the next stage in the programme of health care. When you are asked to complete and return a form, it greatly aids the school administration if this can be done by the date set. The Community Health Service operates in close liaison with family Doctors.

It would greatly aid the school if you informed the Head Teacher, as soon as possible, of any medical conditions or disability which might affect the progress of your son/daughter in school.

Such information, we guarantee, is handled discreetly.

Medical Care

Minor injuries are treated by trained school staff.

Where professional medical treatment is considered necessary, parents will be informed by telephone. If neither parent nor emergency contact can be reached, the Head Teacher will arrange for the child to be taken for medical help and parents will be advised as soon as possible. When a child becomes unwell at school and is unable to take part in class activities, parents will be informed and asked to collect the child from school.

In Primary you will receive a note of explanation home with your child should he/she receive an injury during school time. If this is as a result of a 'significant bump on the head', parents will be contacted by phone.

If a pupil becomes ill in school or is injured, the school will try to contact the parent immediately or arrange for the pupil to go to the Health Centre or St. Margaret's Hospital. It is vital that, if both parents are unavailable during school hours you supply us with a suitable Emergency Contact who can act in your place. Where a journey to a hospital is required, it is the parents' responsibility to arrange this unless, in emergency, the Doctor calls an ambulance. When parents cannot be contacted, the school will try to arrange for the Emergency Contact, relatives or friends to do this.

Note: *Pupil information of a medical nature is shared with members of staff as required and appropriate to the safety of that child within the school etc. Confidentiality at all times will be respected.*

EMERGENCY TELEPHONE NUMBER/S MUST BE LODGED WITH THE SCHOOL AND THE SCHOOL MUST BE INFORMED OF ANY CHANGE OF NUMBER

Parents and Carers should ensure that children do not return to school after a period of illness until they are fully recovered.

Administration of Medicines - Policy and Guidelines

There is no obligation on school staff to administer medication of any kind to pupils and parents are asked to note that routine medicine shall not be administered by the school. The guiding principle adopted by providers and parents should be that medicines should be taken out of school hours.

Where pupils require regular medication to be administered or self-administered during the school day, parents should complete the relevant request form available from the school (a copy is also available for download from the school website at www.tcsoa.com). This may include written guidance from a medical professional (your GP or Specialist) but please note that the written guidance on the medication will generally be sufficient.

Some pupils carry inhalers for asthma and related illness, which they self-administer at school. It is necessary that parents of pupils who carry their own medication to complete the appropriate form so that an up-to-date record is held for each child carrying medication to school. Please contact the school for the appropriate form or alternatively, please download a copy from the school website.

If a pupil suffers from a chronic illness requiring long term medication or where medication may be required in an emergency situation, parents must contact the school to discuss the situation.

A copy of Education and Children's Services Guidance for Parents on arrangements for the administration of medication to pupils is also available from the school website.

School Meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

You can claim free school meals for your child(ren) – P4 and above - if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105 (as assessed by HM Revenue and Customs)
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £6,900 (as assessed by the Inland Revenue)
- If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £610

Further information of how to claim free school meals is available from the Council's website:

<https://www.pkc.gov.uk/freeschoolmeals>

Nursery

Although there is no charge for Nursery Education, £1.50 per child is collected weekly towards snack and baking ingredients. The children are actively involved in the buying and preparation of their daily snack. Milk is provided on a daily basis. There is also a voluntary £20 a year contribution to help with resources and equipment in nursery.

Primary

School meals are cooked on the premises and served to the pupils in self-service style. The cost of a meal is £2.15 per day. However, all P1-P3 pupils are offered free school meals and there is no need for parents/carers to submit an application form.

Each day, all pupils select their meal choice, via the classroom's interactive Smartboard. This includes the option to select a packed lunch brought from home.

The school operates a cashless catering system. Pupils are issued with an account card which is unique to their personal account. The card simply allows access to their account – no value is carried on the card itself. The preferred method of payment is via a secure online payments system – ParentPay.

Menus are available in school and via the Perth & Kinross Council website to enable children to select which days they would like to have school lunch.

Packed lunches are eaten in one of the dining areas or outdoors in good weather. Parents are asked to ensure that lunch box has the child's name on it. Drinks should be in unbreakable containers (no glass bottles, please) and pupils need to supply their own teaspoons for yoghurt, etc.

Secondary

Lunch is provided in the school dining centre, which uses a cafeteria system. Packed lunches can be brought into the dining centre. Parents should inform the school if a special diet is required. Pupils are issued with personal swipecards to buy food. As with Primary school meals, preferred method of payment is via a secure online payments system – ParentPay. Payment then automatically credits the pupils' individual card. We have found that this system reduces queues and means pupils do not have to bring money to school each day.

Our Catering Service offer:

- A wide variety of filled rolls, baked potatoes and sandwiches
- Tasty and nutritious home-made soup
- A range of meal options
- A range of fruit, drinks and other items

Snacks are also on sale at morning interval.

Arrangements for Emergency School Closure

Closure During the School Day

If the weather deteriorates during the day (or in the event of early closure of the school for other reasons), the following procedures will be adopted:

A Groupcall text message will be sent to the parent's mobile telephone/home telephone to advise that:

- **Contract Bus Pupils** - School is closing and that buses have been requested and will leave the school at a designated time.
- **Placing Request Pupils who travel on service bus** - School is closing and pupils will be travelling home on service bus leaving at a designated time.
- **Pupils who live in Auchterarder** - School is closing and that parents should collect Nursery and Primary pupils (P1-P7). Secondary pupils will be sent home at a designated time.

Parents of all Primary pupils who travel by bus or taxi will be contacted by telephone to ensure that someone is available to meet their child(ren) at the end of their journey.

Parents of Secondary pupils should ensure that suitable support arrangements are in place for their son/daughter if no-one is at home (eg. house key, go to relative/neighbour's house).

Parents of pupils in outlying areas should identify a family in Auchterarder who would be willing to look after their child(ren) in the event that transport home is not available due to severe weather conditions.

Collecting Pupils

- Primary parents/carers should arrive at the rear classroom door, located off the Primary playground, where they will be met by the Class Teacher to collect their child/ren.
- Nursery parents/carers should go to the Nursery entrance to collect their child from Nursery.
- Where appropriate, Nursery parents/carers should then make their way to the rear classroom door to collect their Primary child(ren).

Secondary pupils may collect younger sibling(s) from Primary, subject to the necessary permission slip (available from the school) being completed and returned back to school.

If the proposed arrangements are unsuitable, parents should telephone the emergency contact line: **01764 663762** on the day to make alternative arrangements.

Please note: this telephone number will only be activated when the main telephone number to the school (01764 662182) is switched over to a recorded message giving brief information regarding the closure. This emergency telephone number should only be used to make arrangements for the safe return home of your child(ren).

Transport

In the event that bus or taxi transport does not operate in the morning, but the school is open for local/town pupils and you bring your son/daughter to school, please note that the bus or taxi will **not** run at the end of the day and you will be responsible for collecting your child.

Closure Outwith the School Day

When conditions are bad, especially in outlying areas, parents should not send their child(ren) to school if they are in doubt. Please contact the school where this is the situation.

Information regarding school closure will be available by ringing the school on **01764 662182**. If there is no-one there to take your call, a recorded message will provide you with up-to-date information.

A Groupcall text message will also be sent to the main contact's mobile telephone number from the Groupcall website (internet connection permitting). **Please note:** It is not possible to send a text message to your home telephone number from the Groupcall website.

Public announcements of school closures will also be made as soon as possible from the following sources:

Service	Contact Details	When Used	Other Comments
Radio Tay Am	Not applicable	All Instances	Frequency AM 1584 and 1161
Radio Tay Fm	Not applicable	All Instances	FM 96.4 and 102.8

PKC Customer Service Centre – Number for Parents	01738 475000 (main Council line)	All Instances	Available from 08:45 hours to 17:00 hours however this line <u>may</u> operate from 07:00 hours in exceptional circumstances.
PKC website	www.pkc.gov.uk	All instances	Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk where closures will be flagged up on the Home page, or alternatively access the information on http://www.pkc.gov.uk/Schoolclosures
PKC Twitter and Facebook	www.pkc.gov.uk/socialmedia	All instances	
Radio Heartland	Not applicable	Widespread conditions	FM 97.5, 106.6 Used if schools closed are within an area known not to receive Radio Tay signal
Radio Central	Not applicable	Widespread conditions	FM 103.1 Used if schools closed are within an area known not to receive Radio Tay signal

In addition, the school will update information regarding emergency school closure updates on the school website at www.tcsoa.com and via the school's Twitter account: @TheCSOA.

Extra Curricular Activities

A variety of activities is on offer to pupils at lunch times, from 1.00 – 1.30pm and after school.

We welcome parents who wish to help out by playing games or reading to children at lunch times / accompanying pupils on trips / helping with Golden Time activities / sharing expert knowledge or a hobby. If you wish to participate as a Parent Volunteer, please contact the school.

Leisure Activities

It is important that children take an active interest in leisure activities. We organise and run House activities which provide opportunities of this sort. We encourage lasting leisure interests both through class work and through school excursions, theatre group visits, music making (including choirs) and sport. As we are a community school we make every effort to support parents and community groups wishing to use our facilities. Pupils are encouraged to take advantage of the opportunities for enjoyment and personal development, which such activities provide.

There are activities available to pupils during or after the school day providing the opportunity to learn new skills, develop new interests and allow them to work alongside other pupils and teachers.

Pupils are encouraged to participate and, in so doing, they will find that attending school can be a more enjoyable and rewarding experience.

The list below shows an example of the range of activities which are available to pupils during the session. Others may start during the session.

Instrumental Groups: School Choir (Orchestra/Wind/String/Brass)	Chess Scripture Union Duke of Edinburgh Award Scheme
---	--

Chanter Group Computer Club Theatre Visits Public Speaking/Debating Volleyball Gymnastics Badminton Basketball Hockey Rugby Golf Football Dance	Art Exhibition Visits Foreign Excursions Music Concerts Mathematics Challenge School Discos Language Club School Shows Christmas Dances Ski-ing Trips Outdoor Education
---	--

For school excursions, the school follows the Council's Guidance document: *'Planning, Managing and Evaluating your Excursion'*. A copy of this document is available from the Council's website: <http://www.pkc.gov.uk/article/17460/Trips-and-excursions>

Arrangements for Pupil Representation

Prefect Structure

Head Boy

Depute Head Boy/s

Head Girl

Depute Head Girl/s

Pupil Council Selection Arrangements

Each year the Pupil Council is formed through a process of election and interview arrangements resulting in the appointment of two representatives from each House (Primary and Secondary). Elected representatives will be interviewed in two stages.

Stage 1: Pupils will complete a written task detailing their skills and plans.

Stage 2: Pupil engage in a group discussion about strengths of our school and what changes can be made to improve the school. (This stage is led by the Head Boy and Head Girl).

At the end of the process, the Head Boy, Head Girl and staff volunteers decide on the selection of Pupil Council members

Organisation of the School Day

Nursery

There are 108 places split between 2 sessions.

Nursery Hours: AM Session 08.45am to 11.57pm
PM Session 11.57am - 3.09pm

Primary

P1 – P7: 9.00 am - 12.15 pm 1.15 pm - 3.15 pm

Morning interval

P1 to P4: 10.30 am - 10.45 am

P5 to P7: 10.45 am - 11.00 am

There is no afternoon interval.

Secondary

Pupils enter school and go to classrooms at 8.55am

The timings of the school day are as follows:

Monday		CCT Mins.	Tuesday to Friday		CCT Mins.
Period	Timings		Period	Timings	
Reg. Group 1	09:00 - 09:30	30			
2	09:30 - 10:10	40	1	09:00 - 09:55	55
3	10:10 – 10:50	40	2	09:55 - 10:50	55
<i>Interval</i>	<i>10:50 – 11:05</i>		<i>Interval</i>	<i>10:50 – 11:05</i>	
4	11:05 – 11:45	40	3	11:05 – 12 Noon	55
5	11:45 – 12:25	40	4	12 Noon – 12:55	55
6	12:25 – 13:05	40	<i>Lunch</i>	<i>12:55 – 13:45</i>	
<i>Lunch</i>	<i>13:05 – 13:55</i>		5	13:45 – 14:40	55
7	13:55 – 14:45	50	6	14:40 – 15:35	55
8	14:45 – 15:35	50			

School Assemblies

Primary Assemblies are held fortnightly in the School Assembly Hall.

Secondary Assemblies and House Assemblies are held on a regular basis throughout the year.

School Term and Holiday Dates

Please refer to the Council's website for School Term and Holiday Dates 2020/21:

<https://www.pkc.gov.uk/article/20513/School-term-and-holiday-dates-2020-2021>

School Term and holiday dates will also be included in the Parent Calendar 2020/21, which will be available from the school website from August 2020.

13. Name of Child Protection Officer

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

In our school the person appointed is:

Mrs W MacDonald, Designated Officer (Child Protection): Nursery – P2

Miss K McKillop, Designated Officer (Child Protection): P3-P5

Mrs K Dalrymple, Designated Officer (Child Protection) – P6/7

Mr M Rushton, Designated Officer (Child Protection) – Secondary

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

As a school we have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if Child Protection concerns arise. Beyond this, close working relationships exist with Child Care Social Work staff who are also part of Education & Children's Services. Any discussion to bring in an outside agency will only be taken after involving the School Child Protection Officer.

14. Nursery

Nursery Class Provision

The Nursery is a valuable and valued part of the Community School of Auchterarder. The Nursery children share our excellent resources take part in many of our school activities such as assemblies and concerts.

The Nursery Class provision is non-denominational. This means that children and parents of all religions and beliefs can access this provision. Nursery is open five days a week, with 48 children attending in the morning session, 45 children attending in the afternoon and 8 attending a full-time session.

Placement in the Nursery class does not guarantee a place in the primary school.

Additional Nursery information can be found within the Nursery Handbook. Copies of this are available on request. We hope that you will find the information helpful, but if there is anything else we can do to help, please do not hesitate to ask.

PKC Education and Children's Services are working towards the expansion of Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

By 2020, all 3-5 year olds and eligible 2 year olds will have access to 1140 hours of fully funded ELC. This means that in PKC most children will experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week.

As a result of the changes to a child's experience prior to beginning their Primary School education across PKC, Primary One children will attend school for a full day from August 2019 and therefore will no longer access ½ days for the first two weeks of term.