

# Crieff Primary School



## School Handbook

### Academic Session 2021-2022

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## Introduction

### WELCOME FROM THE HEADTEACHER



Dear Parent/Carer,

A warm welcome to Crieff Primary School.

Crieff Primary School is a values based learning community where we take pride in developing all aspects of children's learning. We are committed to promoting care of the environment and providing children with opportunities to 'make a difference' in our local situation.

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

We do not wish to focus only on academic achievement but also to recognise and celebrate all aspects of our children's development. We have a number of pupil groups in school where pupils plan collaboratively with staff to take decisions on learning and the life of our school.

We offer you opportunities to share in your child's learning through regular planned activities where we welcome parents, families and friends to see and share in the fantastic learning environment which is Crieff Primary School.

Many additional activities are offered through partnerships within our wider school community. We have a highly proactive Parents in Partnership group and indeed a very supportive whole school forum who support a range of extra curricular activities.

Please be assured that no concern about your child's learning, care and welfare is too small or unimportant to share with us; don't hesitate to contact us at any time.

We hope that the following pages will give you an insight to our school.

Hannah Wallace  
Acting Headteacher

## School Information

Crieff Primary School is situated in the town of Crieff, immersed in beautiful countryside attracting many visitors and tourists to this part of Perth and Kinross. It is the largest Primary School serving the town and surrounding area. We are part of the Crieff Cluster of Schools consisting of Braco, Muthill, Madderty, St Dominics, Comrie and Crieff High School, our local secondary school. The school itself is a beautiful new building, completed in August 2015 with accommodation situated over two levels. We have a very generous playground for the children to play in which is enhanced by a multi purpose games area, contoured grass areas, an outdoor classroom, an environmental garden playground markings, play equipment and separate Nursery and Sensory Playgrounds.

In Crieff Primary School we have a very clear philosophy about effective learning in a high-quality environment. This learning takes place in our nursery class, fifteen primary classes an Additional Support Base known as ELF (Enhanced Learning Facility) and The Sunflower Room (Nurture Class). We also have a gym hall, sensory spaces and a number of flexible learning spaces. We have a wonderful new kitchen and children are enjoying the experience of relaxed dining in the school hall. A Breakfast Club operates daily from 8am to 9.00am and the breakfast supervisor can be contacted via the school office on 01764 657888. An after school club, 'Kids Club' is available from 3.15pm to 6pm at St Dominic's Primary School, phone number 01764 657800; staff escort pupils from Crieff Primary to St Dominic's Primary School.

Our aim is that all the children who come to Crieff Primary will feel safe and happy in school where mutual respect and trust is valued and fostered between adults and pupils. We have a mantra which all children and adults use to reinforce this:

**“In our school, we treat everyone with kindness and respect”**

We want our pupils to know that their opinions, ideas and efforts are valued. As a school our core business is Learning and Teaching and we seek to provide enjoyable, creative, relevant, challenging learning activities for our pupils. We want every child to work to the best of his/her ability. We seek to ensure our school is a place where everyone is polite and caring towards each other, self esteem is nurtured and mutual respect and trust is fostered for all in our learning community. **Our vision** is that on a daily basis in Crieff Primary School, we aspire to be

**Respectful, Responsible, Ready**

Parents are always very welcome to come and meet the Head Teacher or Depute Heads to discuss their child's education and wellbeing. Phone 01764657889 to make an appointment to meet the Head Teacher or one of the Deputes.

The school produces a written Annual Report for the previous last session (issued to parents annually) and a School Improvement Plan for the current session. Both are available on request at the school office. Our school web site has recently been updated and these are now available from the school web site:

[www.crieff-pri.pkc.sch.uk](http://www.crieff-pri.pkc.sch.uk)

Effective communication between home and school is very important to us and we constantly strive to monitor and review our methods and their effectiveness. Parents can opt to sign up to receive Crieff Matters by e-mail communication from school or receive 'hard copies' via pupil post where parents have no internet access. We are currently using a texting system as another method of ensuring important information reaches families as quickly as possible. Seesaw is used in all classes to communicate with parents, share learning and give information.

Class and whole school newsletters are provided regularly and arrangements for school closures are made available to parents from school and can also be accessed on the Perth and Kinross Council website at <http://www.pkc.gov.uk/schoolclosures> We also provide updates to families and the Community on Facebook at [Crieff Primary School Learning Community https://www.facebook.com/Crieff-Primary-School-187732074610577/](https://www.facebook.com/Crieff-Primary-School-187732074610577/) and Twitter [@CrieffPrimary](https://twitter.com/CrieffPrimary)

## Delineated Area

Crieff and surrounding area – contact Perth & Kinross 01738 475000

## Contact Details

- School Name: Crieff Primary School
  - Broich Road,
  - CRIEFF
  - PH7 3SE
  - Office Telephone Number: 01764 657888
  - Absence Line: 01764 657 899
  - Email: [crieffprimary@pkc.gov.uk](mailto:crieffprimary@pkc.gov.uk)
  - Roll: 444 40/40 Nursery 5 Strong Start places in the morning
  - Additional Support Base (ELF)
- Acting Headteacher: Hannah Wallace
  - Telephone Number: 01764 657888
  - Email: [crieffprimary@pkc.gov.uk](mailto:crieffprimary@pkc.gov.uk)
- Parents should inform the school on the first day of absence by phoning the dedicated absence line on 01764 657 899 which is available 24hrs or by email or letter to class teacher. If any child is absent without the school being notified the school office will telephone home to ensure the child's safety.
- Should a parent have a concern about any aspect of their child's welfare and learning, they should in the first instance speak to the class teacher to resolve this concern. If they feel that their concern is of a more serious nature then a letter to, or an appointment made through the school office with either one of the Deputes or the Headteacher, is always available. At that point or in response to any written communication the appropriate member of the school leadership team will respond to the concern, investigate any matters appropriately and then feedback to parents.
- Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, emailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days. Where complaints remain unresolved by the school, these will be escalated to a Stage 2 Investigation and resolved within a timescale of 20 working days.
  - The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:
  - <http://www.pkc.gov.uk/complaints>
- The arrangements for parents, offered or seeking a place for their child in the school are available on the Perth and Kinross website at <http://www.pkc.gov.uk/article/17276/School-enrolment> . Parents who are interested in enrolling their child in Crieff Primary School are most welcome to make an appointment through the school office to visit the school and meet with the Headteacher.
- School and class newsletters/bulletins detailing information about school events and activities are sent home via email. Our Facebook account (Crieff Primary Learning Community), See Saw and

Twitter are all great methods by which parents can keep up to date with their child's daily learning experiences.

- We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you wish to discuss any aspect of your child's development, please telephone the school and an appointment to meet will be arranged at a mutually convenient time.
- During the Autumn and Summer terms, you will be invited to attend Parent Contact Evenings. This is a chance to share with your child's teacher your knowledge of your child and your hopes for his/her progress, and any additional support needs/relevant information. At these meetings, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.
- You will receive a written report on your child's progress during the Summer Term.
- When requested by either parent or teacher, a follow up or an additional meeting can be arranged.
- Other means of communication include parent open events and workshops, curricular events, concerts, assemblies and performances.

## School Ethos

Our **Vision** is to aspire to be

**Respectful, Responsible, Ready**

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

We aim to create a happy and welcoming environment where there are positive relationships and there is a high level of responsibility and regard for the safety and well-being of others.

We ensure that all children have equal access and opportunity to be included in every aspect of school life, from their learning to their social development.

We promote and value high standards and high levels of attainment through a curriculum which values individual achievement and progress.

We place great importance on the development of self-esteem, ambition and pride within a positive and supportive environment.

We provide a wide range of experiences for all children encouraging enthusiasm for learning.

The choices we make are so important in life. We strive to ensure that pupils have the information and skills to enable them to make positive, informed and healthy lifestyle choices.

A sense of community is at the heart of our school. We encourage close, cooperative links between school, parents and the wider community.

## Developing our Sense of Community

- We recognise major Christian festivals of Harvest, Christmas and Easter and sometimes choose to celebrate them in our local church. Parents who wish to withdraw their child from assemblies should contact the Head Teacher to arrange this. Our local chaplain is the Minister of Crieff Parish Church and he regularly attends School Assemblies.
- We encourage the community to take an interest in our school life as we also go out into the community and become involved in community life.  
Some activities are:-

Harvest Service  
Easter Service  
End of school year Service

- As a school we follow a restorative approach, the three Rs; Relationships, Respect Responsibility. We firmly believe strong relationships are at the heart of a school and relationships include staff, pupils and

parents. Each class displays class and school rules through ICT. Whilst at all times emphasising the positive approach to behaviour, there are procedures to follow in terms of sanctions or referral, should the need arise.

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

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

Behaviour which is unacceptable should be recorded on an Incident Report form and reported to the class teacher, DHT or HT as appropriate. Our Relationship Policy can be found on our website and in school.

To foster a sense of whole school identity children and staff are allocated a "House". Children from the same family are allocated to the same House. The Houses are named after local landmarks. Individually, children are given points as reward for a range of personal achievements which include consistently good classroom behaviour, politeness and helpfulness towards others. The House system continues to build upon classroom practice.

Health Care is an integral aspect of Crieff Primary School in terms of child welfare and in the curriculum. We are a Health Promoting School and value a healthy diet, exercise and general health and wellbeing of staff and pupils. The school has well equipped First Aid packs at various locations throughout the School and a number of staff are qualified in First Aid treatment.

Playground staff carry first aid packs to administer basic first aid. A number of staff have completed First Aid Training. School staff will contact parents if there are any concerns about a child's welfare following an incident.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. A form for recording this information is available from the school office. Where there is a **need** for medication to be administered during the school day, parents **must** complete the appropriate form, available from the office, **before** the medication is administered by staff. The medicine must be clearly labelled with the child's name, date and amount of dose.

For safety reasons, children should not wear earrings at gym time. If however you prefer that your child keeps his/her earrings in at all times then please tape over the earring so that it cannot be caught on gym equipment

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 only if concern is expressed by parents or teachers. At age 11 forms are sent home regarding 11-year-old screening. This is carried out only if parents express concern.

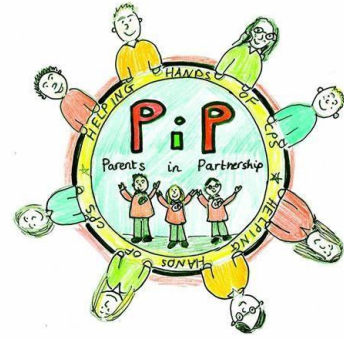
The school office keeps Emergency Contact number/s and family doctor register for every pupil in case they are ever required. It is **essential** that Emergency Contact numbers are kept updated. A variety of Health Care professionals are also linked to the school and attend joint meetings to support pupils and families.

## Parental Involvement

In accordance with the Parental Involvement Act every local authority school in Scotland is entitled to have a Parent Council. Membership comprises of selected parents, staff members and members co-opted from the local community.

Members of the Parent Council (Parents in Partnership) are as follows:

Elected Members	Sarah Craig – Chairperson Victoria Salisbury – Vice Chairperson
Staff Member	H Wallace / A Stewart
School Chaplain	Rev Andrew Phillips
Secretary/ Minute Clerk	Chris Flower Jackie McConville & Mhairi McIntosh
Treasurer	Gill Dowse
Principal Adviser	Head Teacher



Information regarding the working of the Parent Council can be obtained from Parent Council Members or the Head Teacher.

The Parent Council (PiP) Parents in Partnership is very supportive of the school and runs various fund-raising events to provide additional resources for the school. New members are warmly welcomed to attend any meetings which are approximately one per term. Every parent of a child at the school is a member of the Parent Forum.

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

### **Home/School Partnership:**

The home/school partnership is essential to ensure that the child gets maximum benefit from his/her school experiences. You can support this by:

Helping with any homework your child may be tasked with and remember to sign the completed work (see Parentzone for further information on helping your child at home.)

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

- Coming and volunteering with an aspect of school life - please note that all regular volunteers need to undertake a PVG (formerly known as disclosure) check.
- Supporting the school in upholding its discipline and school values.
- Completing audits that are sent to you seeking your views and opinions on how the school operates.

### **Parent /School Contact**

We very much enjoy positive relationships with parents and kindly request that:

Parents should inform the school by letter to the class teacher, or by calling in or telephoning the school office if a child has to be withdrawn during school hours. Children must be collected by a parent or parent's named representative and the adult must sign the pupil out at the office.

If a child going home for lunch is unable to return to school for the afternoon it is important, to avoid unnecessary anxiety, to inform the school at the beginning of the afternoon session.

### **Registering Children and Placing Requests**

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

### **Parents in School**

There are a wide range of opportunities are provided for parents to become involved in the school – supporting learning at home, improving home-school partnerships and parental representation. These opportunities include Whole School Open Evenings, Parent Contact Meetings and a wide range of sharing



the learning events built into the school year. Parents are also encouraged to take part in school activities, clubs and visits. There is also a Parent Council which parents are encouraged to attend.

The school strives to involve parents in their child's education, in a range of ways by reporting on progress, sharing class learning, working with parents to identify additional support needs where appropriate. The school gathers parent opinion and encourage parents to share their views in different ways for example; questionnaires evaluation sheets and focus group discussions.

We do our best to be an 'open' school by providing direct and easy access, always responsive within 24 hours, communication through the Crieff Matters, Class newsletters and invitations to contact staff at any time. We also provide homework diaries and e-mail access.

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

## Transitions

### Transitions information

The transition to Primary 1 here in Crieff Primary school is not just for Crieff Primary School Nursery Children alone.

We have a number of children who come to use from childcare settings in and around the Crieff area and sometimes further a field dependent on what their parents working circumstances are.

We feed from our fellow Local authority nursery:

St Dominic's Primary School nursery class

Broich Road

Crieff

PH7 3SB

01764 657800

Locally the Partner Provider nurseries that we have a close working relationship with are:

Morrison's Academy Nursery

Ferntower Road Crieff

Crieff

PH7 3AN

01764 653885

Auchlone Nature Kindergarten

Abercairney Estate

Crieff

PH7 3QZ

01764 683656

The other nursery in our locale from which we receive children is:

Little Scallywags Ltd

22 Galvelmore Street

Crieff

01764 656274

There is a well paced programme of transition events for all children moving into Primary 1 in Crieff Primary and a process of Enhanced transition for children with Additional Support Needs to allow school staff, parents and children to work together to ensure that the process is smooth and effective. The same is true of the transition from P7 to high School. The majority of pupils in Crieff Primary School move onto Crieff High School with arrangements in place to allow parents children and staff to have confidence in the move.

Crieff High School

Strathearn Community Campus  
Pittenzie Road  
Crieff  
PH7 3JN

## **GIRFEC**

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe      Healthy      Achieving      Nurtured      Active      Respected Responsible      Included

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

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

## **The Curriculum**

### **Curriculum for Excellence in Perth and Kinross**

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 introduced, in schools across Scotland, for all learners aged 3-18. In Perth & Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools.

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. There were new qualifications for Literacy and Numeracy in 2012-13 and new National 4 and 5 qualifications in 2013-14. Our Scottish Access, Higher and Advanced Higher courses will be updated to take account of and support these new approaches to learning and teaching.

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 fulfill 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.

## Curriculum for Excellence in Crieff Primary School

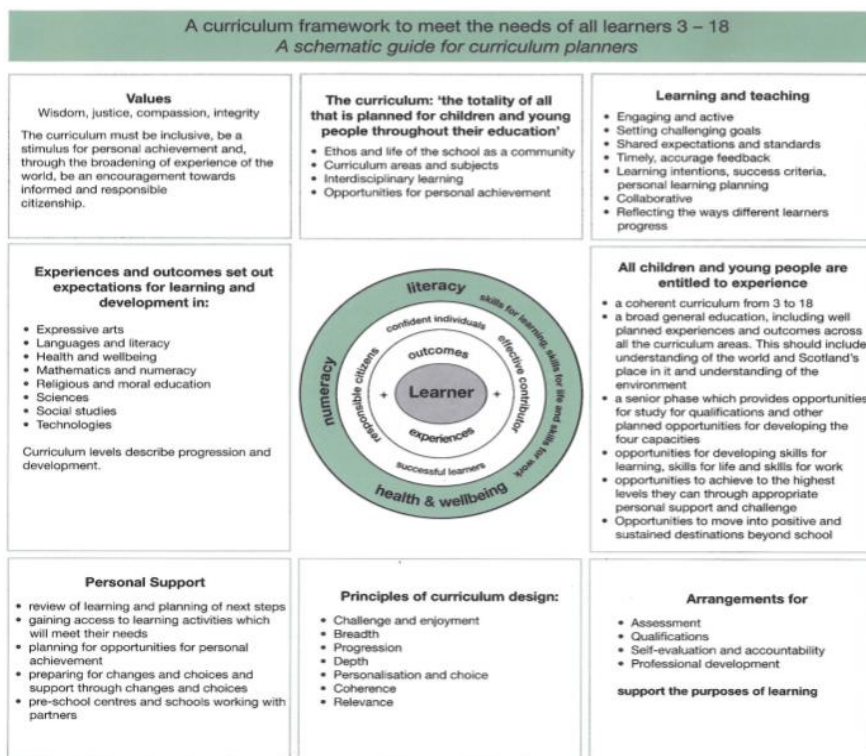
### A holistic approach

Curriculum for Excellence promotes the need to view learning and teaching across curriculum areas as inter-connected and integrated. In Crieff Primary School, we recognise that this is particularly important for young children, who develop their understanding of, for example, science, language, communication, technology and mathematics from an everyday experience, such as water or sand play, supported by knowledgeable adults.

Our challenge is to ensure that these experiences are enriching and stimulating and that adults working with children are able to understand, appreciate and assess children's achievements and learning.

### Active, experiential learning

We are committed to developing learning in natural and real contexts, familiar to children and appropriate to their interests and stages of development. This reflects our understanding that young children's learning is most effectively supported through interaction with adults and other children, and through play and active exploration of their environment



### Numeracy

- Number, money and measure
- Shape, position and movement
- Information Handling

We plan experiences for children that will stimulate and promote their enjoyment of mathematics. Teachers in all classes plan active learning activities which provide opportunities for children to observe, explore, investigate, experiment, play, discuss and reflect. Children have the opportunity to develop mental agility and are encouraged to make links across the curriculum to show how mathematical concepts are applied within a wide range of contexts.

Throughout the school, there is a focus on using a Concrete, Pictorial, Abstract (CPA) approach to the teaching of Numeracy and Mathematics. The CPA approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. CPA is a highly effective approach that develops a deep and sustainable understanding of maths in pupils, and is a core concept of Teaching for Mastery.

The structure of the maths framework allows staff to have a strong focus on the four operations of maths and core skills to ensure greater depth of understanding. This has ensured that children are more secure and able to use and apply the skills in a real context.

Learning maths outdoors is a developing and important part of our maths curriculum. This allows children to apply their understanding in different contexts and situations, and grounds their learning more securely.

Creating a positive maths mindset is at the heart of all lessons. Maths anxiety can impact on a pupils ability to develop their understanding of new maths concepts. Teachers support pupils by demonstrating and teaching a variety of strategies to solve problems, at a pace that is appropriate.

## LITERACY

- Listening and talking
- Reading
- Writing



### Listening and Talking

The closely related skills of listening and talking skills are very important skills for life and we work to develop these through a variety of classroom activities and experiences. Through spoken language activities we aim to help children develop the skills to express themselves clearly, concisely and confidently. In addition to this, we work to develop discussion skills. Through the development of listening skills, we aim to improve a child's ability to focus on and understand the spoken word. These skills are also fostered through the structured play activities developed in Nursery and the early stages.

Throughout the school we use a skilful mix of approaches to ensure that all children encounter a wide range of different types of texts in a variety of media.

Language and literacy is at the heart of pupils' learning. Through language, pupils receive much of their knowledge and acquire many of their skills. We aim to provide structured and stimulating opportunities to use language in contexts appropriate to the needs of individuals and the world in which they live.

Imaginative, functional and personal writing are systematically taught, monitored and recorded. The development of these types of writing is enhanced by programmes of study in spelling, punctuation, structure and handwriting. Pupils are encouraged to present their work attractively and examples of written work can be seen throughout the school. We use a variety of strategies including Write to the Top which incorporates VCOP (vocabulary, connectives, openers and punctuation) and writing intervention strategies. Pupils are encouraged to read and write poetry. We have programmes in place to ensure that the development of writing skills is accessible to all children by implementing ICT programmes, such as IDL Cloud where appropriate.

We also implement a programme of ICT development throughout the school to support Literacy learning.

We continue to raise and maintain high standards in reading for our learners. By introducing benchmarking

of reading materials, children are appropriately challenged and extended in learning. Identification of skills progression for literacy across the curriculum, throughout the school, matching Es & Os to assessment criteria allow children's reading skills to develop through a consistent and structured approach resulting in raised attainment. We provide opportunities for the development of valuable skills in literacy. The introduction of classroom motivational reading programmes, such as Rocket Readers impacted on attainment and enthusiasm in reading and is beginning to overcome barriers to participation. This focus on developing good reading skills starts in the Nursery with a firm commitment to evaluating books and developing early reading skills.

The priorities in our school improvement plan are planned to have a measurable impact on improving the achievements, attainment and well-being of learners, and the work of our school.

## **Literacy**

### **Reading**

Our aims in the teaching of reading are: -

- to develop the reading skills the child needs to cope with the demands of school work.
- to develop the skills needed to cope with the increasingly complex reading demands of adult life. These demands are constantly changing. For example, the skills needed to navigate and read information on an internet website are quite different from the reading of a page in a book.
- to foster a sense of enthusiasm for reading as a source of enjoyment and personal satisfaction, which will carry on into adult life

We use a range of different reading resources and approaches throughout the school and we match these to the stage and needs of the individual child. Our main reading is supplemented by a number of reading resources in use throughout the school. In addition to this we make good use of 'real books' from the nursery class onwards.

In addition to the work done through graded reading books and the very valuable reading homework you do with your child, class teachers work regularly with children teaching reading comprehension skills. We call this Reciprocal Reading and we use a range of attractive resources and approaches to take this forward. As your child's skills develop and the reading habit becomes increasingly independent, there will be a gradual transition from graded readers to good quality paperback fiction, both for group and individual reading. As basic skills develop and are consolidated, we begin to concentrate more on the development of the more complex comprehension skills and the important research and reference skills. This might be seen as the transition from learning to read to reading to learn. Our own library plays a role in this aspect of reading development as does the community library which the children from nursery to primary seven access regularly.

## **Writing**

In writing we want our children to learn:

- to communicate clearly and confidently, in a variety of forms and for a range of purposes
- to develop a legible and quick style of handwriting and the best possible standards in the skills of spelling, punctuation, sentence construction and use of language

## **Other Languages**

French is taught throughout the school from Nursery to P7 and our senior pupils pick up on Spanish.

## **Information and Communication Technology**

In the world at large, it is acknowledged that ICT is growing at a pace which most would have considered unimaginable, a few years ago. The impact on schools



has also been very significant and is likely to increase more dramatically in coming years. Our programme helps children develop knowledge, practical skills and attitudes which will not only assist children with school work but help them interact effectively with the technology in everyday life, both now and in the future. Children are trained in the effective and safe use of the internet and it has become a valuable research tool. We have state of the art interactive smart boards in all teaching spaces and children have been introduced to the educational use of ipads in school in every class.

## **Eco Schools**

The Eco-Schools philosophy has become an integral part our school ethos, informing the way we work as a school, promoting care of the environment and providing children with opportunities to 'make a difference' in our local situation.

Our Eco-Schools programme is co-ordinated by our Eco-Schools Group, a group of children who are elected by their classmates, and in recent years has included whole-school work in recycling, litter management, energy conservation and the development of our school grounds.

## **Health**

We were very pleased to have achieved the standard of the 'Health Promoting School.' Validation of which took place in December 2014. This whole-school approach, set up by the Scottish Government, aims:

- to support high quality learning and teaching in health matters
- to give young people the knowledge, understanding, skills and attitudes to make good decisions about their own wellbeing, through personal and social education
- to help children understand how good nutrition can help them to become healthier and improve their everyday lives
- to help children recognise the benefits of physical activity and provide a range of opportunities for them to be active in school.
- to promote positive emotional health and wellbeing by helping children to understand and express their feelings, build their confidence and emotional resilience.
- where there are sensitive aspects of learning e.g. relationships, sexual health, parenthood, drugs awareness, parents will be informed in advance and invited to review resources or discuss any concerns they may have with staff
- Health and Well Being is now being fully integrated into the work of the school in our Curriculum for Excellence

## **Expressive Arts**

Support for the subjects of music, drama and art and design is provided by the education authority through a team of visiting specialist teachers. The present arrangement places specialists with schools for the school year. Class teachers also work in these areas with children and we try to make the most of other opportunities to develop this work through projects and special events. The education authority provides a programme of learning and teaching experiences for the year which class teachers and specialists work together to implement.

## **Physical Education**

All pupils now receive 2 hours of PE each week, provided jointly by the visiting specialist teacher and the class teacher. This involves a wide range of activities aimed at developing agility, strength, stamina,



coordination and games skills. The school has a well-equipped gym, which is put to good use. We also use the local area around the school for cross-country running and orienteering.

We try to make the most of opportunities for inter-school competition and most years children compete in netball, football, rugby and kwik-cricket. We also enter regional and sometimes national competitions, in cross-country running, relay and orienteering.

## **Music**

The emphasis is on music-making and enjoyment. Children are given regular opportunities to develop their musical abilities in singing and playing instruments.

Instrumental tuition cello is available for a limited number of children, usually from P4/5 upwards. Tuition is provided by a visiting instrumental instructor. Details of the scheme and current charges are available from the school office. Class teachers also support children's musical development and we create regular opportunities for our pupils to perform through concerts and shows and to experience the live performance of visiting professional musicians.

## **Religious and Moral Education**

Under the terms of the Education (Scotland) Act 1980, any pupil may be withdrawn by his/ her parents from any instruction in religious subjects. Parents wishing to discuss this issue or exercise this right should contact the Head Teacher. Our Religious and Moral Education programme follows Perth & Kinross Council Guidelines and seeks to provide children with knowledge of Christianity and other major world faiths. It also provides children with opportunities for personal reflection on spiritual and moral concerns.

## **Religious Observance**

We hold regular assemblies which provide opportunities for pupils and staff to come together to celebrate as a community. Our school chaplain takes assemblies on a regular basis and leads our church services at Easter and Christmas. Any pupil may be withdrawn by his/ her parents from religious observance. Parents wishing to discuss this issue or exercise this right should contact the Head Teacher.

## **The Development of Children's Values**

In our school, we are committed through the school ethos and curriculum to provide opportunities for the development of pupils' moral, spiritual, social and cultural values. This is undertaken in partnership with parents and takes into account the individual needs of pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to the moral values implicit in the school's rules. It is a very important principle that all members of the school community have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Council's policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available in school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

## **Homework**

Guidelines on Homework

*Why set homework?*

We feel there are good reasons for giving children a moderate amount of homework in the primary years.

- It provides opportunity for reinforcing and consolidating work done in the classroom.

- It helps you keep in touch with aspects of your child's school work.
- In the upper primary years, it helps prepare children for the increase in homework which they will encounter in secondary school.
- It can help to foster an independent work habit.

#### *What kind of homework can I expect my child to bring home?*

Homework should be meaningful. We do not believe it is an end in itself. It should relate to your child's needs and his/her class work. It should never become a ritual. Teachers will always try to set homework with which they feel your child can cope and have some success.

Within these general principles, homework may take many forms. It may involve the preparation of reading, particularly in the early and middle years. It may involve written work in language or maths where skills and knowledge gained in class are practised and consolidated. It will include the learning of multiplication tables, a vital but time-consuming activity where your assistance can be particularly effective. In the upper stages, it will also involve the revision of spelling. Homework may also be set in relation to class topic or "project" work.

Some homework tasks may be set for the following day but it is now quite common for longer term assignments to be set with the completion date several days away. Such assignments require your child to plan his/her work sensibly and make best use of available time – not always an easy thing for many children, but one which we feel is well worth working on.

#### *How much homework should my child be set?*

This varies from stage to stage and your child's class teacher will provide guidance on this and other aspects of homework at the beginning of the school year.

#### *How can I help my child with homework?*

The completion of homework is your child's responsibility. You can help by discussing work, showing interest and giving encouragement. Of course, there will be days when the pressures of family life prevent you from doing this.

Try to ensure that your child can work without distraction. Some children like to work in the isolation of their bedroom while others work better with the company of the family around them. Some children like to get their homework over with as soon as they get in from school while others prefer to wait until they've had something to eat. There are no hard and fast rules! You know what suits your child best. We will help your child by always trying to set appropriate work, by preparing the task adequately in class and by giving the child feedback or returning marked work, as soon as possible.

#### *How do I know what homework has to be completed?*

Reading homework is noted in your child's reading record. Other homework tasks will be given on a homework grid. It is helpful if you can sign the activities to show that you have seen your child's completed work. If you have any queries or points you wish to make regarding your child's homework, please use Seesaw or contact the school.

#### *What do I do if my child is having difficulty with homework?*

Hopefully this should not happen too often if the homework is suitable. However, there may be times when a child is uncertain or has forgotten how to do something. In many cases, you will be able to sort it out yourself but, if in doubt, please put a wee note on Seesaw and tell your child to leave it until the next day,



when the teacher will sort it out in class. Your child's teacher will always be happy to discuss homework details with you.

*What happens if my child forgets to do homework?*

We accept that this can happen from time to time and the occasional lapse will be dealt with sympathetically. However, where there is a regular pattern of homework not being completed, steps will be taken to ensure that the work is done – if necessary, during the child's own break times.

Under normal circumstances, homework will not be provided for children who are absent from school, due to illness. The child's recovery and convalescence are more important than keeping up with class work, at that time.

Where a family takes a holiday during the school term, any catching-up on work missed will be done when the child returns to school. School work will not be given to a child to complete on holiday.

## Extra-Curricular Activities

### After School Clubs

At various times of the year we offer activities to pupils, dependent on staff expertise and willingness to offer this opportunity. The Active Schools Co-ordinator offers various clubs throughout the year supported by staff members, sometimes held in the Strathearn Campus.

A letter will be sent to parents listing what clubs are available and places allocated accordingly.

**The Kids Club** operates independently from the school; pupils are collected by Kids Club staff and escorted to St Dominic's Primary School. For details, please contact the Childcare Information Service on 0845 601 4477 or via St Dominic's school office on 01764 657800

**The Breakfast Club** operates daily in the dining hall, this should be accessed from the dining hall entrance located at the rear of the playground, from 8am to 9.00am and Mrs Welsh, (Breakfast Supervisor) can be contacted through the school office on 01764 657888. There is a cost of £2 per day for P1-P7 children.

## Assessment & Reporting

### Assessment

Assessment is an integral part of learning and teaching and its purpose is to inform of the child's next steps to ensure progression in his/her learning. Both formal and informal methods are used; summative and formative assessment strategies that are both systematic and consistent.

Assessment strategies include:

- diagnosing learning difficulties and special aptitudes
- sharing learning intentions and success criteria with pupils
- using formative assessment strategies to gauge the effectiveness of learning and teaching and to adjust teaching accordingly
- praising effort as well as achievement and progress
- providing effective feedback so that teachers, pupils and parents have a shared understanding of progress and next steps
- sharing information with colleagues to ensure continuity and progression; moderating learning at school, cluster and national level
- tracking pupil progress indicating the strengths and development needs of individual pupils

The assessment process should allow all children opportunities to demonstrate what they know, understand and can do.

Curriculum for Excellence is divided into Levels and most children will take three years to be secure at each level. The Levels we will focus on in primary are:

- **Early Level** – pre-school –P1, or later for some
- **First Level** – children in P2-P4, or later for some
- **Second Level** – children P5 – P7, or later for some

For assessment:

- teachers will ensure that a range of both formative and summative assessment strategies are used to evaluate learning and teaching.
- progress is evaluated and the information used to identify next steps in learning.

Nationally, attainment is gauged through the Scottish National Standardised Assessment at P1, P4 and P7. Parents have a right to withdraw their child(ren) from these national assessments.

## Reporting

Parents are invited to the school in November and March to discuss their children's progress with class teachers over and above this, Conferencing Grids outlining the learning, experiences and outcomes for your child will be produced and discussed with you and your child prior to the Parent Contact meeting. A written report is issued to parents annually towards the end of the school year and relates to **pupil progress in curriculum, achievement and future learning**.

Copies of these reports are put into each pupil's 'Pupil Progress Record' folder. One of these folders is kept for each pupil in the school from the time they enter Primary 1 until the time they leave. When a pupil leaves to go to another Primary school or High school their folder goes with them. It is kept by the High School until the child completes his/her education.

Pupil Profiles of learning and achievement are currently being compiled for children in Primary 7 and will be available to parents at the point of transition. Further information on this is available on the **Education Scotland** website: <https://education.gov.scot/>

## Support for Pupils

### Pupils with Additional Support Needs

#### The Continuum of Additional Support Needs

Pupils have additional support needs when they face difficulties in, or any barriers to, learning.

The additional support needs of the majority of pupils relate to problems in a particular aspect of the curriculum.

Some pupils have additional support needs because of physical impairments, sight or hearing difficulties. Others find learning slow and difficult because of specific problems, such as those related to talking or reading or to delayed intellectual development. Very able pupils who are under challenged may become passive or even disruptive and opposed to learning.

Teamwork is central to effective Support for Learning. In order to further develop this in Crieff Primary School the Pupil Support teacher and staff work closely with external agencies e.g. Social Work, Educational Psychologist, Speech and Language Therapists, adopting a multi agency approach which provides greatest benefit to pupils. Co-ordination of this team is led by Mrs Wallace, DHT for children in Nursery to Primary 3 and Mr Stewart for children in Primary 4 to Primary 7 with the overall responsibility lying with the Head Teacher.

If parents wish to have a discussion about their child's learning needs or thinks that their child has additional support needs they should speak to either the class teacher, the appropriate DHT or the

Headteacher. There is also further advice available from **Parent zone:**  
<https://education.gov.scot/parentzone>

Class teachers, however, have a vital role to play in providing appropriate learning experiences for all pupils.

In the event of Additional Support Needs being identified, the child's parents would be informed and invited to a meeting to establish that additional support needs do exist and to discuss how best to support the child. The permission of parents / carers will be sought for any psychological assessments or if their child is to be supported by the Support for Learning Teacher.

If a child has ongoing difficulties or a permanent condition, regular ASN reviews will be held to discuss progress. An Individual Education Plan may be put in place and will be reviewed three times annually. For some children with severe difficulties a meeting may be held to consider opening a formal Coordinated Support Plan. The final decision regarding opening a Coordinated Support Plan will be taken by the Director of Education or his nominated representative; the parents will however have right of appeal at an Additional Support Needs Tribunal.

At Crieff Integrated Team Meetings are held regularly throughout the school session. At this meeting the Head Teacher and the Deputies meet with a range of professionals from different agencies and a representative from Crieff High School to co-ordinate support for pupils and families. Parents' permission is always sought before any child is discussed.

## **Enhanced Learning in Crieff Primary School**

Crieff Primary School is committed to providing an effective and flexible range of support for primary school aged children who have difficulties consistent with Autistic Spectrum Disorder and associated Language and Communication difficulties. This enhanced learning provision is available to support children both within Crieff Primary School and in schools in the wider local area. Autism is a developmental disorder and affects the way a child thinks, learns, relates to and communicates with those around him/her and so it will be important that the emphasis is on supporting children in mainstream classes where appropriate. Opportunities for this include shared curricular activities in and out of the classroom, shared play and social activities and shared outings and seasonal celebrations.

The overall objective of is to provide the highest quality education, which addresses the specific needs of pupils with Autism Spectrum Disorder taking account of the individuality of each pupil, including individual learning styles and will:

- Provide education for each pupil in a safe, caring and stimulating environment.
- Value each pupil as an individual and treat him/her with dignity and respect.
- Acknowledge the pupil's entitlement to a broad and balanced curriculum, which is differentiated to take account of individual need.
- Work in partnership with parents, families and other professionals in meeting the needs of the pupil.
- Develop skills, understanding and knowledge that will enable each pupil to achieve his or her full potential.
- Develop staff awareness of Autism Spectrum Disorder through continual staff development.
- Build on each pupil's strengths and celebrate their achievements.
- Promote the understanding of Autism Spectrum Disorder amongst the wider school community.
- Develop effective collaborative working
- Develop a whole school approach to supporting children and young people with Autistic Spectrum Disorder and Specific Language and Communication difficulties

## **The Enhanced Learning Facility**

The Enhanced Learning Class is an integral part of Crieff Primary School, which enables the additional support needs of each individual pupil to be met through a continuum of integrated experiences. Our practice is based on the understanding that integration in classes is a process through which we can meet the needs of individual pupils educationally, socially and personally. Due to the complex nature of each pupil the needs may be at a different point or stage in this process.

Progress can only be achieved through small incremental steps. Children's needs for integration will be planned for, monitored and recorded through their individual planning processes.

In Crieff Primary we currently support a number of children through the Enhanced Learning Class who have needs consistent with Autistic Spectrum Disorder. The class provides a more dedicated space, equipped to meet the specific needs of children at all stages in their learning from Primary 1 to Primary 7.

The Principal teacher is responsible for supporting children with needs consistent with Autistic Spectrum disorder to allow us to:

- provide effective and consistent support to children in school
- provide enhanced and effective support to families
- develop whole school process in developing an effective communication environment for learners
- develop out reach support programmes to help build capacity to support children with difficulties consistent with Autistic Spectrum Disorder in their own mainstream primary school.
- Maintain and develop effective collaborative working with allied health professionals and colleagues across Education and Children's Services.

### **Ongoing support arrangements for pupils including pastoral support arrangements**

The Main Entrance to the school is from Broich Road in Crieff and there are classrooms and learning spaces on two levels. To ensure the school is accessible to all there are additional points of access at different levels. Please speak to Office staff for an alternative route into school. A lift is provided between levels.

There is a range of support for children at breaktimes and lunchtimes provided by staff in the playground who supervise and engage with children at these times. The support staff are trained in Restorative Approaches and a number are trained first aiders.

### **Getting It Right for Every Child**

The school has many ways of supporting children, both curricular and pastoral, and designated staff are allocated to children as required, within the school's positive and safe environment. Learning activities help our pupils develop the knowledge and skills to keep themselves safe and appropriate programmes for health and personal safety are provided as part of the overall curriculum provision. Parents are given information on specific health and safety programmes, including Internet safety. We make it clear to pupils that they will be respected and listened to.

All staff in the school are required to be aware of child protection issues and are provided with regular information on Child Protection Policy and Procedures. The school maintains close working relationships with all other relevant agencies to ensure appropriate information is shared and that professionals from various agencies work collaboratively for the well-being of the children and young people. All staff have a responsibility to report concerns regarding the welfare or safety of a child or young person to the Headteacher. If the Headteacher, or the DHT is of the view that there may be grounds for concern, they will immediately contact the duty senior social worker and advise them of the circumstances. All of our pupils have frequent and regular opportunities to discuss their learning with adults who know them well. The school's curriculum structure has time allocated for such discussions each week, with teachers supporting pupils in setting appropriate goals for the next stages in learning. Conferencing Grids contain information on pupil progress towards set goals. Groups consisting of pupils P3-7 also meet with the Headteacher to discuss progress in learning and identify areas for school improvement.

### **'Our school is a healthy school.' (P3 pupil)**

For Further information on School Support Processes please see the Additional Support Needs Policy of the school website or ask for a copy at the school office.

Information on "Getting it Right for Every Child is available on

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

And Child Protection advice is available from <http://www.pkc.gov.uk/childprotection>

The key adult who has the overall picture of each pupil's progress, in the first instance is their teacher's class teacher however the Headteacher also has an overview of each child's learning and is happy to discuss progress with parents at any time.

**In addition to the information shown above, parents may find the following information from the PKC website below as specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –**

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

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

The following organisations also offer advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;  
Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

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

- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

## **School Improvement**

Information on the improvements agenda in the school is available through the School Improvement Plan and the school's Standards and Quality Report which is available on the school's website.

Details of where information regarding the school's performance at local and national level can be obtained by logging onto the Education Scotland website for inspection information for the school  
<https://www.pkc.gov.uk/article/17499/Crieff-Primary-School>

## School Policies & Practical Information

### Organisation of School Day

Morning Session	9.00 am - 12.40 pm
Afternoon Session	1.35 pm – 3.15 pm

### Uniform/Clothing

Wearing school uniform is actively encouraged and promoted. It enhances the reputation of our school, is associated with an attitude of mind appropriate to school work and puts each child on a more equal footing with other children.

Trousers	-	grey	
Skirt	-	grey / CPS tartan	
Pinafore	-	grey/CPS tartan	
Shirt/blouse	-	white	
Sweatshirt	-	burgundy with Crieff Primary School Badge	P1/P2
Jumpers	-	burgundy with Crieff Primary School Badge	
Sleeveless jumpers	-	burgundy with Crieff Primary School Badge	
Ties	-	CPS Tartan	
Polo shirts	-	white with Crieff Primary School Badge	

In summer: Early Years/Infants – navy gingham checked dresses

For gym lessons	-	black/ burgundy shorts
	-	burgundy tee-shirt with Crieff Primary School
	-	black plimsolls
	-	indoor trainers for Upper school

School uniform is currently available online at [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk) and annually through the the school office please contact school office for more information. Recycled school uniform items are available at school for a small donation to school funds. All items of clothing and footwear should be clearly marked with the child's name so they can be traced if lost or mislaid preferably with a permanent label.

Lost property can be accessed in the foyer at main entrance to the school, unclaimed items are recycled or sent to charity shops.

Football colours and jeans are **not acceptable** in school neither is chewing gum.

### Visits

#### School Trips

During the school year many of our classes will organise educational trips that will help to deepen their knowledge and understanding of a particular subject. These trips are seen as part of your child's education and are a valuable learning tool. There will usually be a cost for these trips and you will be advised when necessary.

#### Residential Trip

A residential trip to an activity centre is organised for all P7 pupils. Planning for this trip will take place early in the P7 year and parents are invited to a meeting to discuss the aims of the trip and any requirements that may be necessary.

#### Class Visits

Throughout the school year class teachers often organise visitors to come to the classroom to share their

knowledge and expertise with the children. These visits are extremely valuable and allow the children to speak to and work with many different people from different walks of life. If you have something of interest that you could share with a class please let your child's class teacher know.

### **Parents Visiting School**

All prospective parents are made most welcome and can contact the office to make an appointment to meet with the Head Teacher

Please telephone or call to make an appointment to ensure that the person you wish to speak to is available. Class teachers have a responsibility to their class first and are very busy people. They need to know of any visit in advance so that they can plan their day accordingly. In an emergency someone is available at any time during the school day. Visitors must enter the school through the Main Entrance and report to the Office to sign in where they will receive a 'visitor badge'.

### **Anti-Bullying**

What is bullying? The definition that we work with is as follows:

**Bullying is both behaviour and impact; the impact is on the person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.**

The school does not tolerate bullying and adopts a proactive approach including having an anti-bullying assembly, playground buddies and worry boxes in all classrooms. These all reinforce the positive ethos and good behaviour that we expect.

We also have a clear anti-bullying message within our Relationship Policy. In the first instance the class teacher has the responsibility to try to solve bullying problems – pupils know to confide in their teacher and parents naturally approach the class teacher first.

Should the situation not be resolved at this stage then a member of the Senior Management Team will take over the investigation and involve the parents of the alleged bully, if necessary.

We log specific incidences of bullying.

The support and co-operation of parents is an important part of any school's discipline policy and parental contact is always sought and welcomed on any related issue.

### **Attendance**

It is a legal requirement for parents to ensure that their child attends school regularly and children should only be absent from school if they are still ill, or have been given special permission by the Head Teacher to be absent.

We would hope family holidays could be arranged to coincide with school holidays so that children do not miss any school time unnecessarily. Family holidays will be marked in school as unauthorised absence. No school work will be given. Pupils who have been absent should bring a written explanation of their absence. Any pupil who has a doctor / dental appointment during school hours must be signed in/out at the school office.

Frequent, unexplained absences will be construed as non-attendance. The school will work with parents to re-establish normal attendance. If the school and parents initiatives fail we will enlist the aid of the Educational Support Service.

### **Health Care**

Health Care is an integral aspect of Crieff Primary School in terms of child welfare and in the curriculum. We are a Health Promoting school and value a healthy diet, exercise and general health and wellbeing of



staff and pupils.

The school has well equipped First Aid packs at various locations throughout the School and a number of staff are qualified in First Aid treatment.

Playground staff carry first aid packs to administer basic first aid. A number of staff have completed First Aid Training. School staff will contact parents if there are any concerns about a child's welfare following an incident.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. A form for recording this information is available from the school office. Where there is a **need** for medication to be administered during the school day, parents **must** complete the appropriate form, available from the office, **before** the medication is administered by staff. The medicine must be clearly labelled with the child's name, date and amount of dose.

For safety reasons, children should not wear earrings at gym time. If however you prefer that your child keeps his/her earrings in at all times then please tape over the earring so that it cannot be caught on gym equipment.

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 only if concern is expressed by parents or teachers. At age 11 forms are sent home regarding 11-year-old screening. This is carried out only if parents express concern.

The school office keeps Emergency Contact number/s and family doctor register for every pupil in case they are ever required. It is **essential** that Emergency Contact numbers are kept updated.

A variety of Health Care professionals are also linked to the school and attend joint meetings to support pupils and families.

## **Instrumental Tuition**

Pupils are selected for instruction by the instructors; the numbers selected depending not only upon aptitude but also on the availability of tutors and instruments. This instruction is additional to the school curriculum, but takes place during the school day involving release from class.

An annual fee is charged for tuition which can be paid over a period of time. Information regarding fees and payment can be obtained from the school office. Should your child be selected for Instrumental Tuition, no fees will be charged if you are in receipt of either Family Credit or Income Support. No application is necessary as you will be contacted by the school if your child is selected for tuition.

## **Arrangements for Emergency Closures**

Early Closures: e.g. Severe Weather Conditions

The Education Authority has made arrangements to give parents and pupils information about school closures and these are given below. The direct link for closure is:-

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

The Perth & Kinross Customer Service Centre can also provide information and the opening times are listed below. It is important to note that Radio Tay and the Perth & Kinross Customer Service Centre will be used in all instances and that these should be the main sources of information.

## **Contact Information for Parents**

<b>Service</b>	<b>Contact Details</b>	<b>When Used</b>	<b>Other Comments</b>
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	0845 3011100 (calls	All Instances	Available from 08:45 hours



Service Centre – Number for Parents	charged at local rate) or 01738 475000 (main Council line)		to 18:00 hours however this line <u>may</u> operate from 07:00 hours in exceptional circumstances.
PKC website	<a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a>	Widespread conditions	Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto <a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a> 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	Widespread conditions	
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

Should the children already be in school and the weather conditions worsen, under normal circumstances the school will always remain open. In the unusual event of the school having to close the children would not be sent home without contact being made either with yourselves or emergency contacts. The school cannot be closed until the last pupil and staff member have left. In circumstances where conditions worsen during the day parents are free to come at any time and collect their children. You are the best judge when deciding whether or not weather conditions are likely to cause difficulty or danger for pupils returning home.

### ***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**.

### ***Pupil Council***

The membership of the Pupil Council comprises of an elected representative from each class from primary four to primary seven with a single supported representative for primary one to primary three. The council enables pupils to become involved in many aspects of school life and through the process of reporting back to their classmates so that all pupils develop a feeling of ownership and their 'voice' is heard. The Learning Council meets regularly throughout the session and the issues raised and discussed are many and varied.

### ***Sports***

Pupils throughout the school have participated in numerous sporting activities. They have at all times represented the school with exceptional standards and have been a credit to themselves, their parents and have proved to be very worthy ambassadors of the school.

### ***Swimming***

During the session all Primary 4 pupils have the opportunity to receive swimming instruction at the local Leisure Centre.

Perth & Kinross provide opportunities for pupils to participate in Rugby, Cricket, Orienteering, Football, Athletics and Golf. Festivals are held throughout the year for our pupils to engage in sportsmanship as well as skills development thereby further developing good health and well being.

## Name of Child Protection Officer

### GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe      Healthy      Achieving      Nurtured      Active      Respected      Responsible      Included

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

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help. advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Mrs Hannah Wallace, Mr Adam Stewart, Mrs Janet Copland and Mrs Wendy Taylor

## Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address:

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

Crieff has a provision for 64 places. We are a 45 week Nursery and we can offer various options for attendance which can include some of the school holidays. The Nursery now also offers 10 Strong Start Places. The Nursery is an integral part of the school and is staffed by the appropriate adult/pupil ratio 1:8 or 1:5 for our two to three year olds. The Depute Head Teacher has responsibility for the nursery and the Head Teacher overall responsibility. Depending on your chosen session will depend on your start and finish times. However the Nursery itself is open from 8 am – 6pm.

Please access the following link for further detail.

<https://www.pkc.gov.uk/article/21334/Early-learning-and-childcare-options>