

Glendelvine Primary School



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



School Handbook

Academic Session 2024/25

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1. Introduction

Welcome from the Headteacher

Welcome to our School. Glendelvine is a small, rural school which sits between the villages of Caputh and Spittalfield. We have served our community since 1927 and are very proud of our school and the warm, positive ethos it provides. Learning is at the heart of everything we do and therefore we recognise the importance of creating an environment in which effective learning can take place. We provide a broad and balanced curriculum, which enables our pupils to become independent learners.

We also recognise the importance of good relationships between home and school and we will endeavour to work closely with you as families and provide opportunities for you to be involved with your child's education at Glendelvine. This booklet will give you the basic information you require as your child comes to Glendelvine. Should you wish further clarification or have specific questions, which relate to your child or circumstances please do not hesitate to contact the school.

We hope that by providing a welcoming and purposeful environment, pupils, families, staff and the community can share a sense of identity, pride and common purpose in Glendelvine School.

Families are welcome to visit the school at a mutually convenient time when I will be pleased to answer any questions and arrange a tour of the school. Families entering the area who wish to register during the session are welcome to contact the school directly to arrange an appropriate time to visit.

Our School is a single storey building comprising of two large bright classrooms with modern furniture and a General-Purpose room "The Hub", which houses the library and provides an attractive learning environment for music. There is a large well-maintained gym with a stage, which doubles as an assembly hall. There is ample playground space, both tarmac and grass, and there is a garden/play area and orchard to the rear of the school. We have our 5th Eco Schools green flag, Sports Scotland Silver Award, Rights Respecting Schools Silver Award and a Digital Schools Award.

We look forward to welcoming you to Glendelvine.

Julie Menzies
Headteacher

Welcome from the Parent Council

Welcome to the school. We hope your child will enjoy their time here, and that you will be involved in school activities. A good way to do this is by joining the Parent Council. You get to meet other parents, and the teachers, and help raise funds which provide additional resources for our children.

Being on the Parent Council doesn't mean a huge commitment - here's what one parent said recently:

"I had thought that joining the Parent Council would take up a lot of my time and as a working mum, I was a bit worried about this, but this isn't the case at all."

We usually meet once a term, perhaps more if there is a fundraising event coming up, such as the Summer picnic etc. All parents are welcome at all the meetings, whether they want to join the Council or not. We would be delighted to see you at the school, where you will be made most welcome.

Glendelvine Parent Council

2. Delineated Area

The school catchment area includes Caputh, Lethendy, Meikleour, some areas of Snaigow and Spittalfield. A map is in the school to clarify entitlement for admission. Parents can also check the catchment school for their home address using the 'Find it' tool on the PKC website www.pkc.gov.uk/article/17291/Find-my-school-catchment-area

3. Contact Details

SCHOOL ADDRESS:	Glendelvine Primary School Caputh Perthshire PH1 4JL
TELEPHONE:	01738 459515
E-MAIL:	glendelvine@pkc.gov.uk
ROLL:	Primary (34)
STATUS:	Non-denominational State Primary School
STAGES COVERED:	Primaries 1-7 (4 -12 years)
HEAD TEACHER:	Mrs Julie Menzies

Teaching Staff

There are two composite classes at present. The Head Teacher has a class teaching responsibility which is shared by a relief teacher for a day and a half per week. For session 2022/2023 the school staff are as follows:

CLASS	TEACHER		PUPILS (Aug 22)
P4-7	Mrs Julie Menzies	Headteacher	18
P1-3	Mrs L Stewart	Teacher	16
HT Relief	Mrs R Pullar	Teacher	
RCCT	Miss A Stephen	Teacher	
Pupil Support Teacher	Mrs S Brodie		

Non-Teaching Staff

Primary School Support Worker/Assistant	Mr C McCarthy
Primary School Support Assistant/PSA	Mrs F Bryce
Catering Supervisor	Mrs J Duncan
Janitor	Mr S Park
Cleaner	Ms S McLean

Our Pupil Support Teacher visits us on a consultation basis to provide advice and tuition for pupils who need extra support. The school works in close conjunction with external agencies when required, ensuring a team approach to meeting the needs of pupils.

Attendance

In the case of absence from school, parents/carers should phone the school before 9.15am if your child is to be absent that day. The school will contact parents/carers by 9.30am if no call has been received. On return to school your child should bring a written absence note from home. Absence notes will be retained. All absence calls will be logged. Perth and Kinross Council discourage holidays being taken during term time. It will not be possible for teachers to provide individual programmes of work for pupils removed from their studies for family holidays.

If your child is required to attend a medical appointment please send a note or appointment card.

There are strong links between attendance and attainment. A list of unauthorised absence is available from the school. Absence will be monitored and a letter of concern will be sent to parents when a child's attendance falls below 96%.

Emergency Contact

Emergency Contact Procedures require us to have an up to date note of an emergency contact for each child in case your child becomes ill or has an accident during the school day. This must be in addition to the parents, as normally we would have already tried to contact the home. Emergency contacts should have a phone and be able to collect children from school at short notice. A form is filled in when your child is enrolled, but we update these annually. In any emergency when no parent or other contact can be reached, the school will take appropriate action, which may involve a visit to hospital casualty or contacting Social Services.

If there are any changes to your circumstances, which could affect your child, we would be grateful for this information. We appreciate that some of these details are private and so assure you of confidentiality. (If telephone numbers are ex-directory, please indicate this information.)

Concerns/Complaints

The school seeks to work with parents/carers and aims to build positive and welcoming relationships, built on trust. Any queries, concerns or complaints will be dealt with sensitively and timeously. Formal complaints should be put in writing and addressed to the Head Teacher. 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:

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www.pkc.gov.uk/complaints

4. School Ethos

VISION

At Glendelvine Primary School our vision is that by achieving together as a whole school community we encourage everyone to become life-long learners and 'REACH for the stars'.

VALUES

Respect each other as responsible, forward thinking citizens

Excel in life-long learning skills, be independent, healthy, active and prepared for the wider world

Aim high to achieve aspirational goals

Confidence to reach our full potential in a safe and nurturing environment

Happy, inclusive relationships in a community which celebrates success

AIMS

At Glendelvine, our aim is to enable every pupil to become independent, confident, healthy and responsible through:

- providing opportunities to explore possibilities in a safe and happy environment
- nurturing, developing, challenging and supporting learning
- developing partnerships which broaden knowledge, experience and build our community
- equipping them with the skills to embrace change

**Glendelvine Primary School
Our Behaviour Blueprint**

<p>Visible Adult Consistencies</p> <ol style="list-style-type: none"> 1. We will acknowledge everyone positively 2. All staff will welcome all pupils at the door every day 3. Our first attention will always be towards positive behaviour 	<p>School Rules</p> <p><i>We expect and enable our children to be:</i></p> <p>Ready (ready for learning, ready for next activity) (Article 28)</p> <p>Respectful (towards everyone in the school community, towards property and the school environment) (Article 14)</p> <p>Safe (keeping ourselves and others safe)(Article 19,26)</p>	<p>Above and Beyond</p> <p><i>Above and beyond behaviour will be recognised by:</i></p> <ul style="list-style-type: none"> • Verbal praise • Raffle tickets (awarded around the school for being Ready, Respectful and Safe) • Recognition Boards
<p>Stepped Consequences</p> <ol style="list-style-type: none"> 1. Reminder (a reminder of the 3 simple rules – Ready, Respectful, Safe) 2. Verbal warning to ‘turn it around’ (delivered privately wherever possible, making children aware of their behaviour and consequences). Supportive actions to support behaviour may be put into place e.g. child moved within class. 3. Yellow warning card (recorded but not displayed). 4. Red consequence card (recorded but not displayed) – 15 minutes of next break time missed. 5. Immediate red card for swearing or deliberate physical harm. 	<p>Microscript</p> <p><i>30 second intervention to support good behaviour choices:</i></p> <ul style="list-style-type: none"> • I have noticed that you are not being ... (refer to rules and child’s behaviour) right now. • You have chosen to ... (refer to action to support behaviour e.g. moving to another table) • Can you remember yesterday/last week when you ... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some ‘take up/thinking time’. 	<p>Restorative Questions (Article 12)</p> <p><i>(5 questions are usually enough from the following)</i></p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Parents should not leave children unattended at the school. Although staff are on the premises from approximately 8.45am, parents are advised against leaving children unattended in the playground. Pupils who are transported to school by bus or taxi will be supervised by a member of staff when they arrive at school.

Expensive or sentimental value items should not be brought to school. We also discourage children bringing toys to school as they could get lost or broken.

5. Parental Involvement

How are parents involved?

The Parent Council has an important role in developing the relationship between home and school, as well as the chosen tasks in relation to the school. We have an active, friendly Parent Council who is always ready to give a warm welcome to new parents. The Parent Council meets regularly in the school.

Members of Glendelvine Parent Council are:

Chairperson: Katarzyna Lewieniec
Treasurer: Emma McDonald
Secretary: Alice Warren

Please note that all matters relating to individual children, teachers or classes should be raised directly with the Head Teacher. Such matters should not be discussed at Parent Council meetings.

Parents/Carers also help on school visits and opportunities for you to become involved with your child's education are offered throughout the year.

A wide range of methods are used to communicate with parents. In addition to informal feedback and contact evenings, your views may be sought by using questionnaires, through the Parent Council and at open meetings. There is a monthly newsletter from the Headteacher. Information is also shared on our website and closed Facebook group. Further information about parental involvement can be found here:

www.pkc.gov.uk/parentalinvolvement

6. Transitions

Arrangements are made each year for pupils commencing P1 in August to visit the school in June, when they can become familiar with the school and meet with their class teacher. Parents are also given the chance to find out about the P1 year ahead and ask questions. An opportunity is given during September for parents of new pupils to discuss how their children have settled.

Pupils attending Glendelvine School have the choice, depending on the location of their home, of going to either:

Blairgowrie High School	Perth Grammar School
Beeches Road	Gowans Terrace
Blairgowrie	Perth
Tel: 01250 871200	Tel: 01738 620071

A prospectus is made available to all P7 pupils in the summer term. Staff members from the above secondary schools come to speak to our P7 pupils and the pupils have the opportunity of a visit to their secondary school to follow a typical first year timetable. There are also other transition programme initiatives when support is available.

Pupils who wish to attend another secondary school should contact the school of their choice in the first instance for information regarding vacancies and placing requests. (Please be aware that placement in secondary school depends on the location of the child's home and not the Primary School attended.)

7. The Curriculum

What does learning look like at Glendelvine Primary School?

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 has been implemented, 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.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors and responsible citizens.

Cross-curricular working is very much at the heart, and this means that aspects of language, mathematics, social sciences and the aesthetic subjects are integrated to provide a meaningful education at all stages of the school. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of the child, all work thus being tailored to meet the needs of the individual child. In all classes, children experience learning situations which are organised, according to their nature, as class activities, mixed-ability group activities, similar ability group activities and individual activities. Classroom organisation is continually evaluated for suitability and appropriate modifications and changes are made. Evaluation of the learning outcomes by teachers is the key in planning effective next steps for the children.

Curriculum Information Evenings are held at least once each year, in conjunction with the Parent Council, to engage parents in aspects of their children's learning and help develop an understanding of how the guidelines and policies are translated into key learning activities for the pupils. We also hold pupil led open afternoons three or four times a year, to coincide with the end of a planned block of learning, and these offer parents an opportunity to see the children's work and hear at first-hand about their learning.

a) Languages: Literacy and English

This is taught through Listening and Talking, Reading and Writing.

Generally, the teaching of reading should foster an enjoyment in reading, a wider interest in books and the development of the necessary reading skills to cope with future work in school and in the wider community. Pre-reading skills are developed through a carefully planned programme. The core reading scheme throughout the school is Oxford Reading Tree/ Treetops. It is used with other resources to develop the ways children learn to read. Included in these are our Accelerated Reader Programme, the class library, a wide variety of reading games and 'Jolly Phonics'.

There are many opportunities for children to develop their skills in listening and talking, particularly through contexts for learning. Writing develops alongside reading and includes, imaginative, personal and functional writing. Where possible the emphasis is on an integrated programme of language work drawing on "real life" experiences. Nelson handwriting is the core scheme used to develop handwriting and presentation skills.

French & BSL

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. One of the key aims of modern languages teaching is to develop young people's 'communicative competence' so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life. Reading, Writing, Talking and Listening skills in French are progressively developed from P1 to P7. BSL is taught regularly in P4-7 and occasionally in P1-3.

b) Mathematics and Numeracy

Central to our Maths programme is a focus on developing pupils' skills with mental calculation, and learning through problem solving, practical activities and maths games. Maths lessons have a common structure, starting with mental maths, followed by whole class or group teaching of key learning, differentiated group activities, and finishing with a brief plenary session. The programme places an emphasis on both mental and practical activities, however formal methods for setting out calculations are taught, and the importance of accurate recording is stressed.

The mathematics programme followed by pupils throughout the school uses a variety of resources developed by Heinemann (specifically for the Scottish curriculum) and TeeJay Publishers.

While following this programme, pupils will have the opportunity to cover the mathematics experiences and outcomes which are structured within three main organisers. These are Number, Money and Measurement, Information Handling and Shape, Position and Movement. The approach to Problem Solving, in terms of developing strategies, covers the whole range of maths and beyond into the other subject areas.

c) Health & Wellbeing

Glendelvine Primary School is committed to promoting the physical, social, spiritual, mental and emotional health and well-being of all pupils. We work hard to promote active and healthy lifestyles, and regular health and well-being lessons teach the importance of:

- Good nutrition
- Physical activity
- Making informed health decisions about their lives
- Understanding and expressing their feelings
- Building confidence and developing emotional resilience

d) Social Studies

The social studies experiences and outcomes have been structured under the three main organisers:

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

These organisers recognise the special contribution made by each of the social subjects, whilst enabling them to reflect local contexts. Teachers will use this framework to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries. The organisers will assist with the collaborative planning of coherent programmes of learning within and between establishments. The programme for Social Studies is planned from Primary One to Primary Seven in a series of contexts which can be short in length or may last for a whole term. Four main contexts for learning will be studied in the course of each session and a cyclic context grid, which allows for balance and progression in knowledge and skills, is being developed.

Currently the school is being proactive to encourage the inclusion of enterprise within contexts for learning. These contexts may be linked to developing an understanding of

environmental issues and promoting responsible citizenship. Glendelvine Primary School has achieved Silver status in the Eco-schools scheme and has achieved its second Green Flag. Pupils have many opportunities to develop and use the school grounds, especially the garden area.

e) Technologies

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. Each classroom has modern equipment, which is used across the curriculum to complement class work. All pupils have one-to-one iPads and headsets. Wireless internet access is available in all classes. Each classroom has a Promethean board which are used to support learning.

f) Sciences

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

In order to provide our learners with a broad, balanced curriculum, science is delivered either as a discrete subject or it is integrated into a context for learning.

g) Expressive Arts

The framework for Expressive Arts begins with experiences and outcomes for presentation and performance across the expressive arts, followed by the experiences and outcomes in:

- art and design
- dance
- drama
- music

Class teachers develop Expressive Arts within the school.

“The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally”.

A Curriculum for Excellence 2009

h) Religious & Moral Education

The programme for Religious Education aims to help pupils learn about Christianity and other major world religions, and to recognise religion as an important expression of human experience. Pupils will also be encouraged to learn from religions, helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Parental Rights

Under the terms of the Education (Scotland) Act 1980, “any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance”. Any parent who wishes to exercise this right should submit a request in writing to the Head Teacher. In such cases, appropriate alternative activities will be provided.

Religious Observance

The school holds regular assemblies, with support from the local ministers and other speakers from community organisations, charities etc., which provide opportunities for pupils

to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this pupils can increase their understanding of religious practices and the experience which underlies them. A parent is free to ask for his or her child to be withdrawn from some or all of the religious observation arrangements (see “parental rights” above).

8. Assessment & Reporting

Assessment

Teachers constantly assess children’s work in order to ascertain the progress made, to identify difficulties, to discover capabilities and thus develop a programme, appropriate to their needs. These assessments also enable the teacher to evaluate the effectiveness of their own teaching. The experiences and outcomes are set out in lines of development which describe progress in learning. See table below for progression through the levels.

Level	
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3 - earlier or later for some
Senior Phase	S4 to S6 and college or other means of study

Formative assessment is one aspect at the heart of effective learning and teaching. This includes:

- Sharing learning outcomes with pupils
- Discussing with pupils what is expected of them
- Giving good feedback on progress
- Involving pupils in the next steps in the learning process
- Developing a culture of continuous dialogue about progress and advice for pupils rather than the distribution of grades.

Continuous assessment is made by the teacher’s day-to-day observation and progress checks are given to ascertain how well certain facts of a particular process have been learned or taught. This assists in planning appropriate next steps for pupils to ensure a spiral of progression in the children’s development of skills.

Assessment records are maintained for all curricular areas, and a folio of individual pupil’s work is kept as evidence of progress. This can be accessed by parents on request or at contact evenings.

Since August 2017, national standardised assessments (SNSA) have been introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers when assessing the progress of their pupils. Ongoing informal assessment remains a central part of everyday learning and teaching in our classrooms. Our staff team will continue to draw on all of the assessment information available to them when planning appropriate learning experiences for all our pupils.

Further details may be accessed using the link below:

<https://standardisedassessment.gov.scot/parents-and-carers/>

Reporting

Parents/Carers are invited to attend contact evenings which are held twice a year, in November and March, to discuss their child’s progress with the class teacher or Headteacher. A short written report is shared in advance and learning targets are set for the following term.

The school holds open afternoons which provide other opportunities for your children to show you aspects of their learning and discuss their school work. This gives your children ownership of the learning environment and gives you as parents/carers a greater insight into

the workings of the classroom. Examples of work can be viewed and there is an opportunity to meet the teachers informally.

It is important that a partnership exists between school and home and parents/carers are most welcome to discuss their child's progress at any time during the session. The school has an "open door" policy and parents/carers are always welcome to come with concerns they have about their children. However, because all teachers have a full-time commitment, parents are requested to contact the school to make an appointment out of school hours, for any discussion which is likely to be of a lengthy nature.

A record of every child's progress is kept by the School and passed to any other school, which your child subsequently attends. These records are treated in strict confidence, being kept in a locked cabinet.

9. Support for Pupils

The concept of 'additional support needs' refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who is being bullied; has behavioural difficulties; has learning difficulties; is a parent; has a sensory or mobility impairment; is at risk; or is bereaved.

There will be many other examples besides these. Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

Pupils with Additional Support Needs

Children with particular needs are given help as appropriate. The school policy helps and support pupils with additional support needs (ASN), taking into account the overall needs of the whole school. The school uses a team approach with all available resources utilised to meet the individual needs of pupils. A Pupil Support Teacher visits the school for half a day every fortnight, and this teacher's time allocation is determined through the annual audit of children's needs across the Local Authority.

Individual Educational Programmes (IEPs) are provided for pupils who require support in specific areas of the curriculum or an alternative curriculum. For these children a long-term IEP is prepared, setting out individual objectives for the session, and these are then broken down into targets which appear on three short-term IEPs. We work in close partnership both with the pupil and the parents, discussing progress and next steps in the child's learning. Work within each class is organised to ensure that each child, including the more able child, is given work appropriate to his or her ability. Discussions take place with parents prior to any formal assessment by the ASN teacher and an appointment is made to enable feedback to be given following the assessment.

The school's policy is to support wherever possible the education of pupils with additional support needs along with their peer group, in their classroom environment. Individually targeted work at a level accessible to the child and designed to support learning progress is normally provided by the class teacher and learning support staff. Progress is monitored from day to day and is regularly reported to parents who are also consulted if any change in the programme of support is being considered or necessary.

Although learning support staff are deployed as necessary, the aim must always be to promote the maximum degree of independence in learning, personal management and social activity of which the child is capable.

An annual audit is conducted by the Local Authority to ascertain the provision of resources to each school relating to support for learning teaching staff and assistants.

In cases where specialised equipment is identified as being necessary to facilitate a child's progress within the peer group, the School and Education Authority will take action to provide it where possible.

GIRFEC

Getting it right for every child (GIRFEC) is a national programme that aims to improve outcomes for all children and young people in Scotland.

Within the authority, we have a QIO Inclusion Officer with specific responsibility for Blairgowrie LMG schools. Further information, including the authority's policy in relation to provision for additional support needs, can be found here:

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

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

- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”
- Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

10. School Improvement

Useful information on how well we are doing and how our success is measured can be found under the downloads section here:

<https://www.pkc.gov.uk/article/17509/Glendelvine-Primary-School>

11. School Policies & Practical Information

All policies are available on request from the school office. Our current school policies are:

- Child Protection Statement
- Learning, Teaching and Assessment
- The Curriculum
- Customer Care
- Health and Safety
- Behaviour
- Racial Equality/Equal Opportunities
- Homework
- Health and Wellbeing, which comprises
 - Food and Nutrition
 - Physical Education, Physical Activity and Sport

- Relationships, Sexual Health and Parenthood
- Mental, Emotional and Social Wellbeing

Home Learning

A parental survey to gather views on Home Learning took place in May 2017. The Parent Council will consider any amendments in order to reflect parental expectations.

1. Home Learning should reflect good teaching practice covering many aspects of the Curriculum for Excellence guidelines and may cover all of the following elements (after P2)
 - Reading (out loud or silently) as preparation or consolidation
 - Research for a topic related to the class project or a discussion Research for a topic, which then requires writing up and/ or an illustration
 - Drafting or redrafting a piece of work, which relates to class work. This may be a story, a report or a poem etc.
 - Memorisation of tables, spelling and poetry.
 - Design project or craft activity.
2. Parents should see Home Learning. Teachers may request that home learning be signed. If possible, home learning should be done in an atmosphere free from distraction.
3. If Home Learning is found difficult, a note to that effect from a parent in the jotter would be welcomed, rather than the child (and parent) becoming upset.
4. Home Learning may be given over several nights so that the children will learn to plan their time (especially P4-P7). Each child should have home learning most weeks, but not necessarily every night.
5. A Home Learning activity should never take more than 20 minutes in P1-3 and 40-50 minutes in P4-7.
6. Unfinished class work is not 'Home Learning'. Where lack of effort is evident, or time is lost through illness, some class work may be sent home for completion. This is provided that it is within the child's capabilities without teacher input. These activities should never more than double the times stated in 5 above alongside actual Home Learning. If this happens frequently due to lack of effort, then there is a problem to be discussed with parents/carers.
7. When children are ill or on holiday, it is not normal practice for the school to send schoolwork home.
8. The children who note down Home Learning tasks should use a diary/ jotter. It will be their responsibility to keep this up to date in p4-7.

The implementation of this policy allows individual teachers some flexibility.

Committees

Every pupil is a member of a school committee: Pupil Council, Eco. Play or Sports. Primary 7 pupils are Prefects and Primary 6 pupils are House Captains. Our Primary 5 pupils take on the role of Junior Librarians.

Houses

We have 3 Houses: Clunie, Butterstone and Marlee. Pupils participate in House 'team building' activities throughout the year and compete in their respective Houses on Sports Day.

Organisation of School Day

Hours	MORNING 9.00am-10.30am 10.45am-12.15pm	AFTERNOON 1.00- 3.00pm
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If for any reason there are alterations to these times (e.g. school visits) at least 24 hours' notice will be given in writing.

Lunch arrangements are catered for by the school kitchen which is operated by Tayside Contracts. Meals are cooked at Royal School of Dunkeld and transported along to the school. From August 2022, school meals became free to all pupils in P1-5. Special dietary considerations can be made where necessary. Pupils with any allergies must be notified specifically to the kitchen and school office.

Space is provided in the dining hall for children who wish to take packed lunches. The children are supervised as they eat. They will be encouraged to eat well. We will contact you if we notice your child is regularly not eating their lunch.

School term dates and holidays can be found here:

www.pkc.gov.uk/schoolholiday

Activities, Groups and Clubs

At present the school has visiting woodwind, chanter and drumming instructors. Forms are available for pupils wishing to be considered for woodwind in P5/6/7.

Last session, the pupils were given opportunities to attend after school clubs in various sports, baking, percussion, board games and photography.

Emergency Closure Procedures

In extreme or adverse weather conditions, there will be notification on Radio Tay if the school is closed. Pupils will not be sent home during the school day without prior notification. We will always try to get in touch with parents in the first instance. If pupils are at school and the weather worsens the school will then contact emergency numbers and the pupils will be sent home or to your designated emergency contact.

Updated procedures are sent out each year to families.

Uniform/Clothing

Uniform is encouraged at Glendelvine as it promotes a feeling of identity with the school. The formal school uniform is as follows:

The school tie is royal blue, grey, gold and red in keeping with the school badge, which is Sir Gavin Lyle's Escutcheon. Ties can be bought from the school or from Stevensons, Scott Street, Perth.

The school sweatshirts, hoodies and House T-shirts may be ordered online from <https://www.grandtullylogos.com/>. Other items of clothing should reflect or tone with the school colours.

All the children change into indoor shoes when entering the class. When children are on school trips and educational visits they are expected to wear uniform (unless told specifically otherwise).

Children are expected to have a change of clothing for PE lessons. Suitable plain shorts, a

plain white or House t-shirt and gym shoes are required. For outdoor PE classes tracksuit bottoms or leggings, fleece top and trainers are needed. All jewellery (including ear studs etc.) must be removed for safety at gym lessons. Long hair must be tied back.

Families are also advised to provide an old shirt or smock for painting and craft lessons to avoid marks getting onto clothing. Primary 4-7 children are expected to take responsibility themselves for wearing these at appropriate times.

12. Name of Child Protection Officer

Mrs Julie Menzies

Headteacher

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.

13. Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is the Royal School of Dunkeld however we have children transferring from a range of local nurseries. Our new pupils also have the opportunity to visit Glendelvine for a number of sessions preceding admission.

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

www.pkc.gov.uk/families