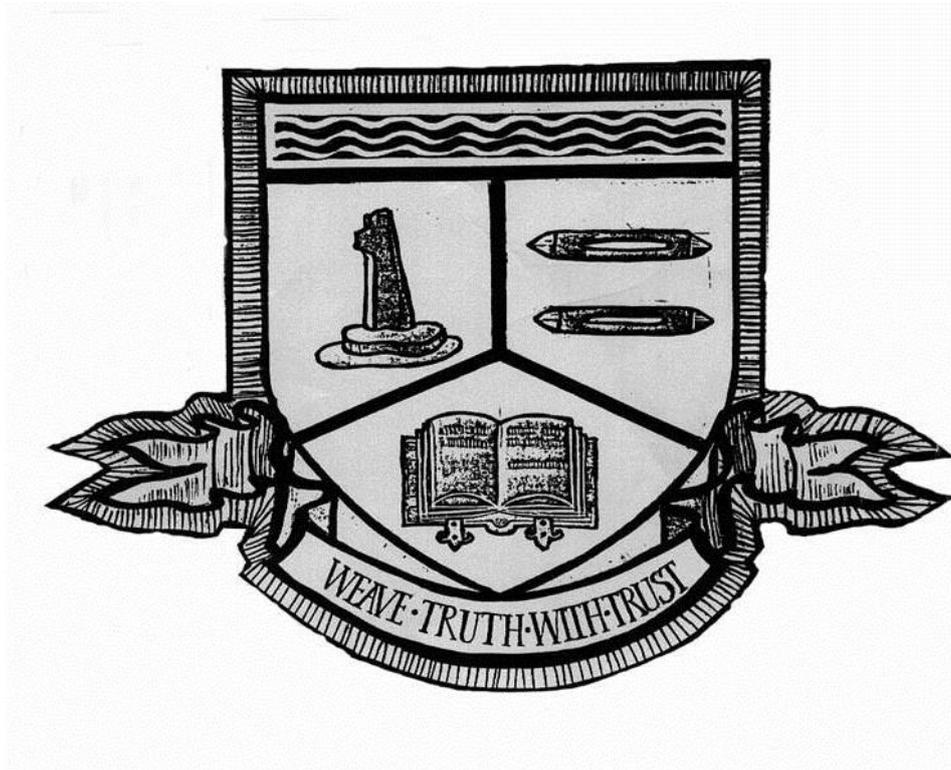


Goodlyburn Primary School



School Handbook Academic Session 2025/2026



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2024), further changes may have occurred since then.

School information

1. Introduction
2. Delineated Area
3. Contact Details
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7. The Curriculum
 - a) Language
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11. School Policies and Practical Information
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13. Name of Child Protection Officer
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Introduction

We are situated in the grounds of the University of Highlands and Islands (Perth College campus) off Crieff Road, Perth.

We currently have an Early Learning Centre for 2-5 year olds and 11 primary classes from P1 - P7 including 2 multi-composite Gaelic Medium Education classes.

We work hard to ensure that your child is happy and able to learn in a caring and supportive environment. Working in partnership with our parents is important to us and we encourage parental involvement in the life of the school.

Mrs Sands, Head Teacher and Mrs Crockart, Depute Head Teacher and teachers are always happy to speak with you about your child. This can be a quick chat at the end of the school day, or you are very welcome to make an appointment if you would like a longer discussion.

Class teachers will be keeping you updated about classroom life and learning via our website <http://goodlyburnps.schoolwebsite.scot>, through Learning Journals and our school app - check back regularly to see your children in action.



Gaelic Medium

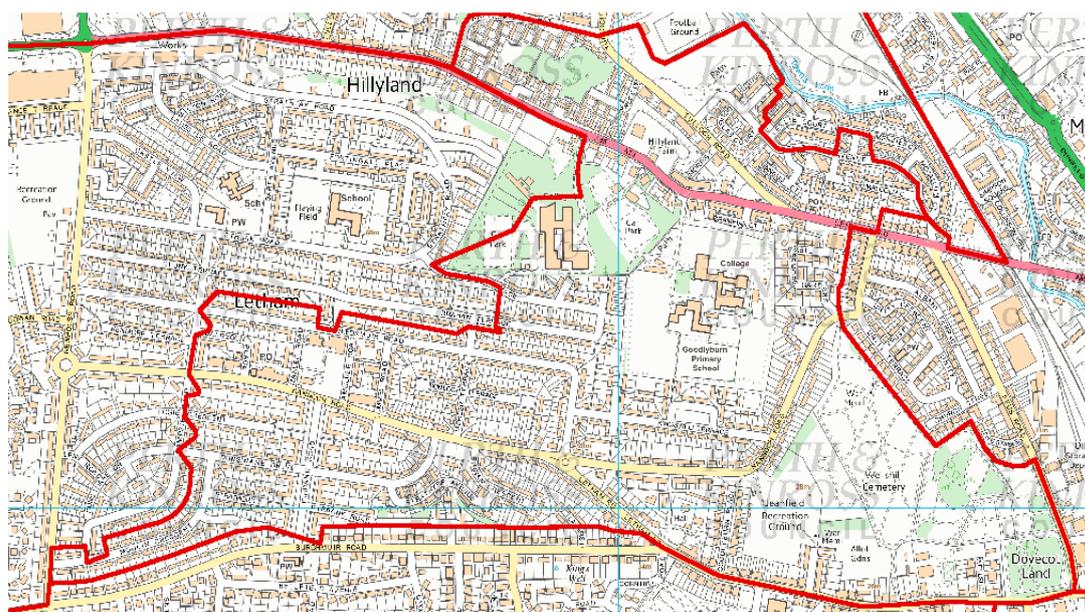
We are one of two schools in the Perth & Kinross region, which has a Gaelic Medium class that is open to any child in the Perth & Kinross area. It is not necessary for children to have attended a Gaelic Nursery or to come from a Gaelic speaking home to attend our Gaelic Medium class.

The Gaelic Medium class has children from P1 – 7.

At the P1–3 stages, the children are immersed in Gaelic.

In P4, English is introduced, the children are taught Reading, Writing, Talking and Listening in Gaelic and English. All other curricular areas continue to be taught through the medium of Gaelic. If you would like more information, or you would like to enrol your child in our Gaelic Medium class, please contact Mrs McGregor, Mr Munro or Mrs Sands on 01738 454230. Any Gaelic enquiries can be directed to the Perth & Kinross Gaelic Development Officer on 01738 477869.

Delimited Area



Enrolment

Enrolment each year takes place in the second week in January. When you register online (<https://www.pkc.gov.uk/article/21194/Primary-and-Secondary-school-enrolment->) you will need to have to hand, your child's birth certificate, recent Council Tax bill and a recent utility bill establishing that you live permanently at your address. *If you live out-with our catchment area, but wish to enrol your child at our school, you will need to submit an online Placing Request Application Form (<https://www.pkc.gov.uk/article/17301/Placing-request>).

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

All 3-5 year olds and some eligible 2 year olds have access to 1140 hours of fully funded ELC. This means that in PKC most children will experience early learning and childcare in a funded provider from a choice of attendance patterns which total 1140 hours per year.

Contact Details

Name:	GOODLYBURN PRIMARY SCHOOL
Address:	Crieff Road, Perth, PH1 2NT
Tel. No:	01738 454230
Email:	Goodlyburn@pkc.gov.uk
Roll:	216 P1–P7 children, 49 Nursery & 11 strong starts
Website	http://goodlyburnps.schoolwebsite.scot
Head Teacher	Mrs Annemarie Sands
Depute Head Teacher	Mrs Karen Crockart

You will get regular information about your child's progress and learning and teaching in our school, by regular newsletters, Learning journals, our school website, school app, Parent Contact appointments in November and March, open events, e.g. Financial Education, Health Week, class assemblies, concerts, etc. However, if you have a concern, please contact the school on 01738 454230 and we will arrange an appointment for you to come in and discuss this with your child's class teacher or one of the management team.

Our School Staff

Head Teacher	Mrs Annemarie Sands
Depute Head Teacher	Mrs Karen Crockart
Class Teachers	Mrs Annette Jolly
	Mrs Judith Craig
	Mrs Cathy Lees
	Mrs Jennifer McNaughton/ Mrs Jennifer Shek
	Mrs Lesley Jack
	Mrs Janey Lloyd (probationer teacher)
	Ms Claire Thain
	Miss Elayne Robertson
	Ms Sarah Rankin
Gaelic P1-3	Mr Hamish Munro/Mrs E Birt
Gaelic P4-7	Mrs Christina McGregor/Mrs E Birt
Pupil Support Teacher	Ms Andrea Watt
Reduced Class Contact Teachers	Mrs Meike Cooper Mrs Morag Sutherland, Mrs Heather Tough /Mrs Jennifer McNaughton
Clerical Assistant	Mrs E Bowman (Mon Tues) Mrs Gayle Smith (Wed Thurs & Fri)
Pupil Support Assistants/Workers	Mrs Sandra Smith/Mrs Aimee Stark
	Mrs Janice Watkinson/Mrs Claire Simpson
	Miss Ellie Deas/Mrs Denise MacDonald
	Mrs Stella White/ Mrs Jaime Lidstone
Janitors	Mr Niall McAllister
Breakfast Club	Mrs Moira Fernie/Mrs Sheila Meldrum
Community Learning Assistant	Ms Sebby Cooper
Community Link Worker	Mrs Jenny Main
Quality Improvement Officer	Mrs Kim Ramsay

Attendance

Parents are required, by law, to ensure that their children attend school regularly. It is also important that they arrive on time in the mornings when their teacher is explaining what is happening that day. If your child is absent, please telephone the school before 9am on the first day of absence, to let us know. Our Absence Contact Line is 454243. Absences are carefully monitored so that we can help where there are difficulties with attendance. All absences are recorded electronically on a system called SEEMIS and this information is also available to Education & Children's Services.

If your child has a pattern of unexplained absence or absences which exceed 15% you will be contacted by Mrs Sands to discuss further to see if we can provide support to ensure your child attends school regularly. If there is no response from parents a formal letter advising Parents/Carers of absence rate and offering support will follow, however continued absence/non-engagement with school may ultimately be escalated by means of referral to the Perth & Kinross Attendance Sub Committee.

<http://www.pkc.gov.uk/article/17427/Attendance> further information can be found via this link.

We discourage parental holidays during term time. Family holidays will be marked in school as an unauthorised absence. This will be done even if you have told the school you intend to take your children on holiday. No schoolwork will be given if a child is off for a family holiday.

Complaints

If you have any concerns or complaints about the service we are providing, please contact the Headteacher in the first instance. All complaints will be recorded and acknowledged and dealt with in a sensitive manner. Every effort will be made to deal with your concern/query as soon as possible.

Any action taken will also be reported back to the complainant and a summary of the concern/query will be retained in the pupil records file.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. Due to the size of the pupil population, schools have ongoing, sometimes daily contact with parents and carers when issues can be raised. This is a really important part of our on-going commitment to working in partnership with parents/carers to Get it Right for Every Child. Parents/carers should speak to the class teacher in the first instance as these concerns can often be dealt with informally. If parents/ carers are not satisfied with outcome, or would like to discuss further, then please speak to Mrs Sands (HT) or Mrs Crockart (DHT). Complaints to schools will be treated as a Stage 1 Front Line Resolution (FLR) when it requires a response or action at Headteacher or school Senior Management Team level.

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>

Pupil Enrolment – We are very happy to meet with parents/carers who are interested in their child/ren attending Goodlyburn Primary. Please phone the school to make an appointment if you wish to speak to our Head Teacher or Depute Head Teacher to visit the school.

Communications

We have a School App which can be downloaded from Google Play or the App Store – 'School App for Parents', we also have a website Our app and website <http://goodlyburnps.schoolwebsite.scot/> are our main sources of information and are kept current and up to date. We text message reminders of important events. Our app is linked to our Twitter page and our website, so any information posted is shared. The app has "Dates for your Diary", detailing key annual events Term Start and End Dates, Insets, curriculum sharing and parent information sharing.

Parent contact appointments are organised in the Autumn and Spring Terms each year.

We will contact you at home whenever there is a concern – by phone, email, text or letter.

We hold curricular specific sessions for parents/carers such as Internet Safety, or curriculum learning and are always open to suggestions on how we can develop communication with parents/carers to support their child's learning.

School Ethos

Our Vision at Goodlyburn Primary is:

- To keep raising the bar,
- To inspire, educate and care for our children and
- To prepare them for life.

Our aims are to have:

- Included families
- Engaged Learners
- Involved Community

Learning at Goodlyburn focuses on developing...

- Strong Literacy and Numeracy skills
- Social, emotional and physical health
- Positive relationships and
- Active citizenship.

Pupil achievement is celebrated every week at assembly and through our website and twitter pages.

We actively seek to forge relationships with other sectors to support learning opportunities for our children. This includes links with Perth College staff and students.

We also work with other schools in PKC including our Local Management Group of primary schools which all feed into Perth Academy. This allows us to work together on curriculum development and moderation activities.

We have close links with local secondary schools including Perth High, Perth Academy and Perth Grammar and support young people with work experience opportunities.

We work closely with Letham St Marks and Reverend Stewart is our school chaplain. Our children have volunteered at the café, building intergenerational links within the community.

Our Active School Co-ordinator works well with our school to provide a wide range of sporting activities for our children e.g. badminton, gymnastics, multi skills etc. and this work is supported by a modern apprentice which is PEF funded.

We have been re-accredited with both our Permanent Green Flag in Eco Schools, Health Promoting Schools Standard and we have Reading Schools Scotland accreditation. We are working towards our Silver UNICEF's Rights Respecting Schools' Award.

Children regularly take on leadership roles in our school – Eco Warriors, Junior Road Safety Officers, Pupil Council, House Captains, LRC Monitors (Learning Resource Centre), Assembly Producers, Rights Respecting School Steering Group, Digital Leaders, Gaelic Ambassadors and Reading Ambassadors. Groups update the whole school on developments at Assemblies and information is also shared via newsletters and our school website.

Positive Behaviour

We recognise the importance of positive behaviour and positive thinking in our learning environment. This helps our children to be successful learners. We believe relationships are paramount in developing trust and we encourage children to have responsibilities within the life of our school. This develops confidence and our children are encouraged to voice their opinions, feelings and concerns and they are active participants in school life. Community Link Workers and Community Wardens are also involved in developing and maintaining a positive ethos in our school.

Each class has drawn up a Class Charter as part of our Rights Respecting ethos which reinforces the values of our School. There is a 'class of the week' and certificates are handed out to children from each class at assembly. House points are collected weekly by the House Captains who announce the results at assemblies. Weekly photographs are taken by children and displayed in the foyer.

Our resilience programme and Wellbeing Programme Zones of Regulation, supports all our work on building positive relationships and is embedded in our learning at Goodlyburn.

To enhance current positive behaviour strategies Restorative Approaches (RA) are used. This puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. RA enables our school to reflect on existing effective practice and identify possible areas for development to continue to ensure a receptive, positive culture.

Parental Involvement

We are keen and actively encourage parents to visit and be involved in the life of the school.

Every parent in our school is a member of the Parent Forum and can bring any matter to the attention of the Parent Council. The Parent Council meet regularly throughout the year and are more than happy for new parents to become involved. Our Parent Council is currently comprised of a few parents. Our local Councillors are Councillor Carol Mair, Councillor Ian Massie and Councillor John Rebbeck who support our school and get involved in developments through our Parent Council.

We gather parent/carers views in a variety of ways including via questionnaires and use information provided as part of our self-evaluation process.

Homework

Children receive regular homework, and this will always be related to activities your child is doing in class and it is a good opportunity to support your child at home with their learning. Sometimes children are asked to do some research work, which also fits in with their learning.

We value your role as parents in helping your child to be a successful learner. The council's policy to support effective partnership working between school and home can be found by following the link below
<http://www.pkc.gov.uk/parentalinvolvement>

Transitions

Nursery to P1 - At the beginning of June parents are invited in for an information evening with Mrs Sands and the P1 teacher, we also share information with parents via SWAY. You will get a 'Starting School' pack at this time which will give you additional activities for you to enjoy with your child. At this meeting you will be told your child's class teacher and you will be shown round the school. From January our pre-school children in our nursery visit P1 for an active learning session every week. Children from out-with our Nursery are invited in to visit our P1 classes in June.

P7 to S1 – Our transition for our P7 children starts in November with visits to Perth Academy (our catchment school) and other Secondary Schools. Perth Academy staff visit our school to work with our children from November onwards. For some children an enhanced transition may be required, and this will be identified through the ASN process in consultation with parents/carers. All children take part in a range of transition activities and a two day induction visit to the appropriate secondary school in June.

There is a P7 Parents Information Evening led by The Rector of Perth Academy at Perth Academy.

Perth Academy contact information:

Headteacher: Mrs Eleanor Paul
Telephone: 01738 458000
Address: Murray Place, Perth, PH1 1NJ.
Email: Perthacademy@pkc.gov.uk

Your designated Secondary School is related to your child's registered home address, this determines their catchment or assigned school. However, any parent can make a Parental Placing Request to attend any other secondary school. Further information on how to make a placing request is available online at
<http://www.pkc.gov.uk/article/17301/Placing-request>

The Curriculum

The curriculum describes the totality of learning across curricular areas and subjects, interdisciplinary learning, the life of the school as a community and opportunities for personal achievement irrespective of where the learning takes place. It focuses on the quality of the curriculum as experienced by learners across stages and transition points.

Our curriculum ensures that all the children develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The curriculum is underpinned by the four values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity. The curriculum is inclusive, is a stimulus for personal achievement and through the broadening of experience of the world, encourages our children to be informed and responsible citizens.

Language

The study of language is an important aspect in all language learning and the development of literacy skills. At Goodlyburn Primary and Goodlyburn & COPECC ELC, staff and children:

- Communicate, collaborate and build relationships
- Reflect on and explain their thinking
- Reflect on listening, talking, reading and writing
- Respond and act on feedback to improve learning
- Give useful feedback to others
- Engage with a rich range of texts in different media
- Explore the richness and diversity of language, how it affects people and the wide range of ways in which people can be creative
- Appreciate the power of language to influence and bring about changes
- Develop an understanding of relationships, motivations, ideas and actions
- Extend and enrich vocabulary through listening, talking, watching and reading
- Take advantage of the opportunities offered by digital learning.

In addition, children will continually reflect on their learning and develop an understanding of how language works and what is special, vibrant and valuable about our Scottish language and culture and other languages and cultures. Children will regularly make choices about what they watch, listen to, read, write and talk about. They will also regularly make choices about how they communicate with others and the resources they use.

Our children are all learning French through the Government initiative 1+2 which aims to have all children in primary school learning an additional language (French in Perth and Kinross) and experience of a further two languages by the time they move to secondary school.

Maths

The study of maths and numeracy plays an important role in learning and is a fundamental life skill. At Goodlyburn Primary and Goodlyburn & COPECC ELC, staff and children:

- Communicate, collaborate and build relationships
- Reflect on and explain their thinking
- Interpret and analyse information
- Make informed decisions
- Develop problem solving capabilities
- Develop mathematical thinking
- Use relevant contexts and experiences

- Make links across the curriculum
- Promote creativity and innovation

In addition, children will use technology appropriately and learn through active methods and purposeful play. They will engage in self and peer assessment and develop their ability to work independently and cooperatively.

The specific skills they will develop are –

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data Analysis
- Probability
- Patterns & relationships
- Properties of 2D shapes & 3D objects
- Angle symmetry & transformation.
- Financial education

Health & Wellbeing

We have been re-accredited with Health Promoting School status. In addition to planning for learning outcomes above, our Health Improvement Team has worked effectively to implement Health and Wellbeing outcomes through whole school activities. Each year, our whole school and community focus for one week on an aspect of Health & Wellbeing and this is always well attended.

Our children have many opportunities to experience a range of P.E. activities e.g. swimming, rugby, football, athletics, gymnastics, cycling, dance, hockey, curling, cross country and netball.

We have been re-accredited with our Permanent Green Flag Eco Schools Award, through further engagement in whole school activities such as recycling, outdoor areas and sustainable developments, fair-trade, global dimension, etc. Each class has an 'eco' responsibility and our school grounds have been developed including our woodland area.

Our P5-P7 children have the opportunity to learn safe cycling skills through the progressive Bikeability programme, this is implemented during class time and in an after school club where children learn about the theory of road safety and then apply this practically outside. We actively encourage children to cycle and scoot to school and have provided cycle pods for the safe storage of bikes and scooters. Regular road safety events are held throughout the year to promote sensible choices and responsible actions.

Expressive Arts

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.

Art & design, Dance, Drama and Music provide children and young people with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas. Participation enables children and young people to experience and enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others.

Throughout the school year children develop their skills in all these areas and make presentations to parents and our community in a variety of contexts.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped. To begin with, children will investigate their immediate surroundings - themselves, their home, their school gradually progressing to comparing their lives and surroundings with those of children in other countries and cultures.

As children progress through the school, they will learn to apply techniques of observation, investigation and recording to the home, local, man-made and natural environments. They will be encouraged to consider the effect people have on their environment, in time as well as space.

During any study of the environment, past or present, children will have opportunities to use and develop skills which may seem to belong to other subject areas. Maths and Language are two major areas which benefit from the real situation learnt in social studies. We also aim to promote positive attitudes and values to other peoples and their cultures, to the achievements of famous people in the past, to being Scottish, European and a member of a world community.

Science

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

Religious Observance

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people.

Our school holds weekly assemblies which provide opportunities for our children and staff to celebrate as a school community. Some of our P7 children are our Assembly Producers and they produce our assembly power points and are responsible for sound/music also. Our school chaplain, the Rev Jim Stewart of Letham St Mark's Church visits our school and works with school staff and children, leading some assemblies and working with us to further develop links with our wider community

and beyond. On the last day of term in December and June/July we have an end of term service in Letham St Marks.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion>

Under the terms of the Education (Scotland) Act 1980 “any pupil may be withdrawn by his/her parents for instruction in religious subjects and from religious observance”. If you wish to withdraw your child from Religious Education, please discuss this with Mrs Sands. Your request will be dealt with sensitively and suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Assessment & Reporting

Recording, Reporting and Assessment

Each child’s learning is tracked from P1-7 to ensure that their learning opportunities are appropriate to their needs. Children will take part in learning conversations with their teacher to discuss learning, what’s gone well and what hasn’t and to discuss next steps. This information informs future planning for children’s learning.

At each stage, your child’s progress is continually assessed through teacher observations and assessments, peer and self-assessments listening, talking, making & doing. Children’s achievements are also recognised. Our Head Teacher and Depute Head go into classes to monitor learning and teaching and teachers also visit each other classes to share good practice.

Children are encouraged to reflect on their learning and identify their next steps/targets. You are invited to parent contact in November and March to discuss your child’s progress with your child’s class teacher and at the end of the school year you will receive a written report on your child’s progress. Your child’s class record their learning in class.

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

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

Nationally, attainment is gauged through the Scottish National Survey of Achievement (SNSA) outcomes which are not school specific. These are published on an annual basis.

Summative end of session reports to parents are issued to parents following Perth & Kinross Council Education and Learning guidelines.

Support for Pupils

Support for learning is available to any child who requires help and we look at ways which best support your child. This may be through additional support from our Pupil Support Teachers, Support Staff, or other agencies e.g. Educational Psychologist, Community Link Workers, etc.

Parents are involved through discussions and meetings about their child and regular updates are given. Where possible, we support your child for most of the time in their classroom situation. At times your child may work in a small group with a Pupil Support Teacher.

Pupil Support Teachers work closely with class teachers and meet with Head Teacher and Depute Head termly to discuss all children's progress and liaise with teaching and support staff to ensure all our children's needs are met.

If you would like further information or support organisations identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 are:

- 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: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

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

If you think that your child has additional support needs you should contact your child's class teacher in the first instance as they will have an overall picture of your child's progress. You can do this by contacting the school office or writing a note to the class teacher to request a meeting. Often class teachers will have identified a need and, in consultation with the Head teacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

Other services/agencies are available to children in the form of Speech and Language Therapy, Occupational Health, English as an Additional Language teacher, Autism Outreach and Educational Psychological Service. Any of these may work with classes or groups. If they become involved with individual children (eg. the Educational Psychologist), it is only after consultation with parents.

Sometimes a child will be part of a small group receiving extra help from the class teacher, a Classroom Assistant or a Support for Learning Assistant. At times the child may work out-with class in a small group, normally support will be given within the classroom situation. The role of Pupil Support Teacher is to provide consultation, advice and support to Class Teachers on how best to support those children who need it, within the mainstream setting, and to deliver support for learning where appropriate. Some pupils have an Individual Education Programme (IEP) to meet their particular needs. Others who have involvement with Social Work, Health services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision.

For further information about Perth and Kinross Education Department's policy on Additional Support Needs, please follow this link:

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

School Improvement

We continually audit and improve how we work in our school and everyone is involved in developments.

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

Our School Improvement Plan identifies all the actions for this year and is available on our website <http://goodlyburnps.schoolwebsite.scot/> or <http://www.pkc.gov.uk/article/17511/Goodlyburn-Primary-School> and, on request, from Mrs Smith in the office.

School Policies & Practical Information

Authority Education Policies and Services

The authority website provides information on policy.

- School enrolment to include primary, placing requests and composite classes

<http://www.pkc.gov.uk/article/17276/School-enrolment>

- Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition

<http://www.pkc.gov.uk/article/17282/Schools-grants-and-benefits>

- Information on Educational Psychology Services

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

- Information on Child Health

<http://www.pkc.gov.uk/article/17899/Child-Health-Team>

- Primary School Meals

<http://www.pkc.gov.uk/article/17330/Primary-school-meals>

School Uniform

Our children wear school uniform as below:

Navy/grey skirt or trousers (not jeans)	Navy sweatshirts with logo
White shirt or white polo shirt	School tie (optional)

School sweatshirts can be ordered via our online shop

<https://app.parentpay.com/ParentPayShop/Uniform/Default.aspx?shopid=7789>.

Children need gym shoes, dark coloured shorts and a white t-shirt (no football colours please) in school for weekly PE/drama. For safety reasons, children should not wear earrings at gym time, if earrings have to be worn they need to be covered with micro-pore tape. Children also need an outdoor P.E. Kit which can be any dark coloured tracksuit. An old 'art shirt' is useful for art and craft work to avoid ruining a good school uniform. Children may wear hoodies to school but should remove them when indoors.

Organisation of School Day

Our children line up in their classes in the playground and when the bell rings they are collected by their class teachers. Usually our timetable is as follows:

SCHOOL STARTS	P1-P7	9.00 am
Lunch time	All P5s-P7s	12.20 - 1.05 pm
	All P1-P4	12.35 - 1.20 pm
School finishes	P1-P7	3.00 pm

Supervision in Primary School Playgrounds outwith the school day.

We do not provide supervision in the playground before the start of the school day at 9.00am or at the end of the school day at 3.00pm.

Whilst children attending Breakfast club may be allowed to go out to 'play' after they have eaten, the guidance for Breakfast Clubs is that parents will first have given written permission on the basis that there is no supervision provided.

Given that we do not provide supervision until the start of the school day, to ensure the safety and wellbeing of the pupils in the playground, children should not arrive at school before 8.45am. If children are hurt or injured emergency support such as first aid would be available from school staff.

Before school and once children have been dismissed by teachers at the end of the day children are no longer supervised and should make their way home according to their parents' wishes.

Arrangements for Emergency Closure

EARLY CLOSURES: e.g. SEVERE WEATHER CONDITIONS - HEAVY SNOW, WIND, FLOODS

If the school must close during the school day, parents or emergency contacts will be informed via a text service to mobile phones. Please ensure that the school office has an up-to-date mobile phone number for you. Our school website will also be updated.

SEVERE WEATHER CONDITIONS

If the school must close during the school day you or your emergency contacts will be informed so it is very important that we always have up to date numbers.

If the decision to close is made out with school hours the information sources are as follows:

Radio Tay (used in all instances)

Frequency	AM 1584	FM 96.4	-	Perth only
Frequency	AM 1161	FM 102.8	-	Everywhere else

Perth and Kinross Council Customer Service Centre

(Available from 08:00 hours to 18:00 hours however this line **may** operate from 07:00 hours in exceptional circumstances).

PKC Customer Service Centre – Number for Parents/Carers 01738 475000 (main Council line)

PKC website www.pkc.gov.uk

CLOSURES OUTWITH SCHOOL HOURS: e.g. SEVERE WEATHER CONDITIONS

The link below will detail information about school closures

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

PKC Twitter & Facebook: <https://twitter.com/perthandkinross>

<https://www.facebook.com/Perthandkinross/>

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

HEALTH CARE

EMERGENCY ARRANGEMENTS

In the event of an emergency, [e.g. if your child becomes ill or has an accident] or in exceptional circumstances, the school may need to contact parents or emergency contacts. On rare occasions it may be necessary to send every child home. It is, therefore, most important that parents keep the school informed promptly about any

change of address, telephone number or place of employment as well as any changes regarding emergency contacts. Forms prepared for this purpose are available upon request from the school office.

WHAT IF MY CHILD BECOMES ILL?

If a child becomes unwell at school, we will contact parents/carers. If we cannot make this contact, we shall call the emergency contact number in the pupil's records. It is therefore very important that we have up-to-date parental contact numbers and up-to-date emergency contact numbers to get your child home as soon as possible.

School Term Dates and Holidays

For the most up-to-date information about school term dates and holidays please follow the link below to Perth and Kinross' website.

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

Name of Child Protection Officer

The Child Protection Officers in our school are Mrs Sands, Mrs Crockart, Mrs Knoyle and Mrs Probert. If you have any concerns about a child protection issue, please contact any of the child protection officers to discuss this concern. Child protection officers update all staff regularly on Child Protection to ensure we are using the most up to date protocols and procedures.

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 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.

Nursery

Our Nursery Handbook is available from our school and ELC offices.

Goodlyburn and COPECC ELC currently operates within the school building. We are registered for up to 97 children aged two years to those not yet attending primary school. The Centre offers both part time and full-time early learning and childcare over a range of attendance patterns including term time, 45 week and 50 week placements. See PKC website for attendance patterns.

We encourage all ELC families to work in partnership with us by attending family learning events, feel actively involved in their child's learning and development, and are encouraged to express their views and give feedback about ELC change improvements.

During 2023, we worked in partnership with children, families, plan partners and staff to refresh our Vision, Values and Aims below:

Vision

To inspire, educate and care for our children to prepare them for life

Values

Welcoming Inclusive Valued Nurtured Respected

Aims

Children

- I have a safe and stable environment
- My dreams are supported and inspired through play
- I can be independent and bounce back from setbacks

Learning

- I am excited by new interactions and relationships
- I learn skills for life exploring outdoors
- I am supported to achieve

Families and Communities

- There is a warm welcome with no judgment
- Families feel a sense of belonging and work with the Centre in a spirit of genuine partnership
- There are strong positive relationships connecting families, staff and the community

Our ELC focusses on promoting positive relationships with children. We follow the Perth and Kinross policy to Promote Positive Relationships. A key element of our policy is inclusive practice and working hand in hand with families.

The staff team are trained and skilled in a range of important approaches: Nurture, Restorative Practice and CALM (Crisis and Aggression Limitation Management).

This training is ongoing throughout the nursery sessions.

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

At Goodlyburn and COPECC ELC we recognise that learning is lifelong and we aim to help learners develop the skills they need for learning, life and work with a real focus on literacy, numeracy and promoting an active and healthy lifestyle.

Curriculum for Excellence guides the education provided to children from age 3 to 18 and aims to help every learner develop knowledge and skills which are encapsulated in the four capacities, which are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

There is a range of other guidance relating to children aged 2 years old and above which the staff at the nursery use to guide the provision such as Realising the Ambition, Pre-Birth to Three and My World Outdoors.

Assessment is an ongoing process in ELC. Educators assess children through listening, observing and interacting with children. We operate a key worker system with individual observations on children being noted frequently and recorded both visually and in writing in their learning profiles. Educators find ways to involve children in the assessment of their own learning using learning conversations and the examination of the learning in their individual profiles. This information is gathered and then used to weekly to form the basis of future planning.

At Goodlyburn and COPECC ELC we also have a member of staff who offers exposure to Gaelic Medium Education.

Families and educators complete a Strong Starts Plan or All About Me plan for all children to identify and agree targets for learning and development. A formal report is produced for each child at the end of the session which is recorded on SEEMIS (3-5 year olds) and forms part of the assessment of progress throughout school.

Children's learning is tracked regularly, which gives an indication of their developmental progress and for 3-5 year olds progress towards Education Scotland's Early Level Benchmarks.

Transition from pre-school to primary school has long been recognised as a critical time of change for children and families. We work in partnership with our local primary schools to support your child's transitions through visits to the chosen school. Teachers will also visit the nursery to meet children and to share information with nursery staff. Goodlyburn and COPECC ELC admits children from across Perth and Kinross so we typically support transitions to more than ten primary schools each year.

A child may have additional support needs if they require more targeted support over and above the universal offer in ELC. Different circumstances can affect different children's ability to learn and develop. Support may come from the Early Years Inclusion Service, Speech and Language Therapy, Occupational Therapy, health, social work, or voluntary organisations as well as from within education.

ELC staff may identify a possible need for additional support for a child. Our staff will communicate regularly and raise concerns with families promptly. As a Parent/Carer

you have knowledge and expertise about your child which is valuable to staff and therefore if you feel your child needs extra support please raise your concern with your child's key worker.

The ELC management team are committed to continuous improvement based on self-evaluation and the feedback received from Education Scotland and Care Inspectorate Inspections. Educators are consolidating their knowledge of 'Getting it Right for Every Child' (GIRFEC). Educators continue to have access to a wide variety of appropriate training opportunities. We will continue to work collaboratively with others, including within the ELC, across the council and more widely when opportunities arise, to share effective practice. The Management Team and the staff have the wellbeing of children and their families as the key focus for the ELC.

Our latest inspection reports are available on the Care Inspectorate website.

The staff team use a range of tools to monitor our performance and drive improvements including Education Scotland's How Good is Our Early Learning and Childcare, the Care Inspectorate's new Quality Framework and the National Improvement Framework.

If you would like more information about Nursery, please contact Mrs Laura Knoyle, Centre Leader

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>

Nursery Staff

Centre Leader	Laura Knoyle
Principal Early Childhood Practitioner	Carol Probert
Senior Early Childhood Practitioner	Fiona Gardiner Lauren Barr
Teacher	Sue Rimmer Mon-Thurs Carla Dougan Smith - Fri
Early Childhood Practitioners	Erin Allan Louise Boyce Nicky Elder Annette Esdale Victoria Farquhar Angela Hair Susan Laing Hamish Lees Linda Lloyd Paula McCash Tracy McKillop Rhona McNee Rachel Murray Jane Wilson
Pupil Support Assistants	Shelagh Meldrum Cindy Lam Olmez
Play Assistants	Elizabeth Watson Mary McDyer Amy Brown Nichola Briggs (Gaelic)
Early Years Family Learning Practitioner	Leanne Bruce

