

Logierait Primary School



School Handbook Academic Session 2020/21

School information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parent about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

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Introduction

This handbook is designed to provide a range of information about our school. This includes general information regarding personnel, contact details and admin procedures, as well as details of the curriculum, our approaches to learning and teaching and all that pertains to this, including assessment and support for pupils with additional needs.

We also provide information of ways in which we encourage and facilitate parents and the wider community to engage with the school.

Delineated Area

Logierait Primary School is situated in the village of Ballinluig; it is non-denominational. As well as the village of Ballinluig, the school catchment area covers the whole of Logierait Parish including Logierait Village, Tulliemet, Dalcapon and as far as Dowally to the south and Moulinearn to the north.

Contact Details

Logierait Primary School
Ballinluig
Perthshire
PH9 OLG

Telephone: 01796 474 646
Head teacher direct line 01796 474 647
Fax: 01796 482 458
E-mail: logierait@pkc.gov.uk

The Headteacher can also be contacted at Blair Atholl Primary school 01882 822491

Logierait Primary school is a non-denominational school. It caters for pupils from Primary 1 to Primary 7. The school roll is currently 16.

Head Teacher	Mrs Lorna Barr
Principal Teacher	Miss Marie O'Brien
Class Teacher:	Mrs Elaine Torrance
Class Teacher (PT relief)	Mrs Audrey Smith
Primary School Support Assistant	Mrs. Leigh-Anne Lever
Primary School Support Worker	Miss Sheila Bell
Cleaner in Charge	Mrs Linda Mathieson
Peripatetic Janitor	Mr David Potter

Parent Council – contact Mrs Carrie Kemp Tel: 01796 482886

Complaints Procedures

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>

We would always advise parents to contact their child's class teacher, Principal Teacher or Head Teacher, as appropriate, where staff will make every effort to address these concerns at school level. An appointment will be made for you as soon as possible, but also to give staff time to gather any evidence which may be useful in resolving your complaint.

In the event that a satisfactory resolution has not been reached or that you deem it more appropriate, you should contact;

Mrs Kim Ramsay
Quality Improvement Officer
Education and Children's Services
Pullar House
35 Kinnoull Street
Perth
PH1 5GD

Telephone 01738 476200

Should you consider a front-Line resolution complaint, please note that The Council's complaints timescale is **5 working days** to resolve a **Stage 1 Frontline Resolution (FLR)** and **20 working days** for a **Stage 2 Investigation**.

Pupil Absence

It is a legal requirement that parents ensure their child attends school regularly. Absence must be notified to school by telephone on the morning of any absence, as this informs us that the child is safe at home. If parents do not make contact with the school regarding an absence, school will take every reasonable step to contact parents. Parents must send an absence note on the day the child returns to school following any period of absence, explaining the reason for the absence. Permission to leave school during school hours must be requested in writing. This includes visits to hospital clinics, dentist etc. All pupils must be collected from the school office by a responsible adult. In the interests of safety, we cannot allow children to leave the school by themselves.

We would ask that every effort is made not to arrange family holidays out with the normal school holidays as research shows that this adversely affects the continuity and progression of children's education. Where this is unavoidable please notify the Head Teacher, in writing, of the intended dates. Please note that in line with Perth and Kinross Guidelines pupils will not be given work to take with them on holidays and the absence will be recorded as unauthorised.

Enrolling your child

Parents wishing to enrol their children should make an appointment to meet with the Head Teacher and staff. During the meeting there will be the opportunity to discuss the curriculum, see round the school and answer any initial queries parents may have. Where possible a full day visit is arranged for pupils prior to their official start date.

Specific information relating to enrolment in Primary 1 can be found in the Local Authority Information later in this handbook.

Communication with Parents

On most occasions someone from the school will contact parents by letter or telephone. The school website provides a range of information about learning and teaching; events; latest news and details of our pupils' achievements. www.logierait.org.uk

There are two planned parent contact sessions per year, a written report and parents are also invited to join us for special events throughout the year for example sports day, concerts and services, Parent Get Together.

School Ethos

We aim to provide a welcoming, stimulating and secure environment for all pupils, in partnership with parents and the community. The health and wellbeing of our pupils is an essential element of our pupils' education at Logierait School and staff will seek to provide them with a range of experiences, both curricular and extracurricular which will give them the knowledge of healthy living and emotional wellbeing.

Our school values are very straightforward:

- A..... Achieving all I can through working hard.
- B..... Believing in myself and the choices I make
- C..... Caring for others and my environment.

Through this we aim to develop the 4 capacities of the Curriculum for Excellence, enabling our pupils to be-

- Responsible citizens.
- Confident Individuals
- Successful learners
- Effective contributors

The staff work together to provide high quality learning and teaching, providing pace and challenge for all within motivational programmes of work.

Achievement is celebrated in a range of ways, from "Golden Tickets" presented at weekly assemblies, to the "Pupil of the Week" trophy which is given for a specific achievement in a particular area of the curriculum. These are also shared at assemblies. Articles are occasionally sent to the press for wider appreciation. Pupils also use open events to showcase their ongoing work with parents and friends of the school.

The School as part of the Community

The school has good support from the community for all the events planned and actively seeks involvement from residents and local businesses.

The school has achieved four successive "Green Flag" awards and in June 2019, received a Social Enterprise Award for their work in rearing and releasing butterflies in the local area and selling kits for other schools to do the same,

We take turn about in hosting while school events e.g. sports day, with our partner school, Blair Atholl. Our intergenerational links continue to be strong and we now welcome a group of pre-school toddlers, on Thursdays, the "Ballinluig Bairns". A multi-generational "Picnic in the Park" took place last year and was a great success.

Behaviour and Relationships

Our school operates on a system of shared values and positive reinforcement. Staff understand the link between meeting learners' needs and behaviour. The school has adopted a "restorative approach" to resolving conflict. This has proved effective in ensuring that pupils are able to both express their feelings and also to take responsibility for their actions. The school follows the "Bounce Back" resilience programme as part of its Health and Wellbeing programme. The "5-point scale" of acknowledge and setting expectations for behaviour, is commonly used.

Parental Involvement

Parents are welcome to join our Parent Council, which meets regularly and supports the pupils learning, for example, through the purchase of resources, as well as the social and fundraising aspect of their work. We have a parent-led, after school play club. There is an open invitation for parents to assist or run after school clubs – currently two parents who are also trained play-leaders run a “Play Club” every Tuesday after school. Parents’ views are sought on a range of issues.

The following website may be useful for further information.

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

Involving Parents in the Pupils’ Education

There are two scheduled parent contact evenings a year, where staff share pupils’ current progress and next steps. One of these will take the format of a “learner-led conference” this session. The head teacher will share information and other developments at Parent Council meetings.

Parents are encouraged to contact the school if they feel they have any knowledge or skills which might enhance the children learning, especially in context (topic) work. The school newsletter also contains further details about pupil’s work.

A meeting between school staff and parents of P1 pupils is planned early in the first term, to share what lies ahead for the new pupils at this time.

Where a child requires any additional support, there will be a regular dialogue between staff and parents. *There is further detailed information about supporting pupils with additional needs later in this handbook.*

Contacting the School

Parents are encouraged to visit the school to talk with staff about anything related to their child’s time in school. Parents are asked to make an appointment for this, to ensure that staff have adequate time to address their queries fully and without interruption. School staff will always aim to respond to parents requests the same day where possible and to arrange for a meeting as soon as possible. As our school is run as a shared headship, the Head Teacher can be contacted at either school, as can the Principal Teacher.

The children’s homework diaries are in use every day and can be used to pass on brief information between home and school.

Transitions

For the first time next session, our school will have its own small nursery unit. This will hugely increase opportunities for transition events for pre-school pupils.

There is an effective programme for P7 pupils transferring to their local designated secondary school, which includes visits from guidance and maths/literacy staff who talk directly with pupils and their teachers, opportunities for the rector to meet with parents and visits to the secondary for pupils themselves, for joint working with their future peers.

The designated secondary school for Logierait pupils is:

**Pitlochry High School,
East Moulin Road,
Pitlochry,
Perthshire
PH16 5ET**

**Rector: Mrs Elaine Liney
Tel: 01796 474 666**

In order to ensure that pupils with additional needs have a successful transition, support staff will arrange a transition meeting, to which parents, primary and secondary staff and other professionals involved, are invited. This meeting allows us to share the details of the child's needs and establish what steps if any, need to be taken to continue to support the child.

The Curriculum

As we prepare our children for the future in our fast-changing world and equip them for jobs which may not yet exist, Curriculum for Excellence is the prime source of guidance, 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. There are other key documents to which staff refer in relation to school improvement. Our school's Curriculum Rationale sets out our commitment to the types of learning experiences we plan for our pupils.

In addition to an overall annual plan, staff have a well-structured weekly timetable, to ensure a balance between areas of learning however there is also scope for flexibility to take account of any current events, or questions the children may have, in order to respond to their interests. Core subjects are taught all year, with a variety of social subjects and sciences taught across the year.

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. Guidance for staff comes in the form of experiences and outcomes, which help form the basis for planning. Visits to places of interest are planned to enhance pupils learning and we also welcome groups to the school for the same purpose.

Curriculum for Excellence empowers our teachers to make professional judgements about their pupils' learning and focus on "how" as well as simply "what", they will 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. The "Four Capacities" lie at the heart of what we aim to nurture at school: To be **successful learners, confident individuals, effective contributors and responsible citizens**.

a) Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life.

The Literacy and English frameworks, promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and the world of work. It also promotes competence in grammar, spelling and the spoken word, all essential for progress in all areas of the curriculum.

The three lines of development for literacy skills are reading, writing and listening & talking. Within each of these there are organisers relevant to all curriculum areas such as Enjoyment and Choice, Tools for Reading, Tools for Writing, Finding and Using Information, Organising and Using Information, Creating Texts and Understanding, Analysing and Evaluating. The school uses some published resources to support learning, particularly a structured reading scheme, however it is the approach to carrying out rich tasks and activities around those resource, which is most important.

b) Modern Languages in the Primary School

The school is currently implementing the 1+2 languages programme as advised by the Scottish Government. Pupils from P1 will now have the opportunity to learn a second language, French via incidental daily opportunities to develop their skills, rather than a “weekly lesson”. Pupils will learn a third language from P5 onwards, which is likely be a combination of different languages taught on a block basis.

c) Numeracy and Mathematics

Numeracy is a fundamental life skill and involves developing a confidence and competence in using number that involves solving problems, interpreting and analysing information, making informed decisions and setting foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it permeates and supports all areas of learning, allowing young people access to the wider curriculum.

The core skills are planned, taught and revisited and are organised around the following themes:

- Estimating and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Information handling

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Pupils focus on the confident manipulation of number in their class lessons developing a secure knowledge of basic skills from nursery, using a range of oral, visual and practical tasks.

Staff plan for the delivery of other mathematical concepts, e.g. angle; data handling, through the wider curriculum.

Teachers use a wide range of resources for their teaching. Drawing on published materials; websites; games and outdoor learning. Opportunities for pupils to apply their skills are created naturally throughout the session.

e) Social Studies

It is essential that pupils have a broad knowledge and understanding of the world in which they live. They must learn how to interact with their local and global environments to enable them to adopt a positive attitude towards playing an active part in shaping their futures. Through programmes of study children are helped to understand social, cultural, physical and technological factors relating to the world in which we live.

We aim to provide for the progressive development of knowledge and understanding and a

wide range of skills to enable pupils to investigate, understand the environment and to obtain practical abilities for day to day living. Staff plan for a range of varied learning contexts throughout the session. These are further refined through discussion with pupils to establish the scope of 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 allow 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. STEM (science, technology, engineering and mathematics) is a specific approach to learning with which the children are highly engaged.

g) Technologies

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. The framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

h) Expressive Arts

Art and Design

Dance

Drama

Music

Through Expressive Arts we aim to stimulate children's' imagination and develop their emotional and aesthetic responses.

Learning in the expressive arts also plays an important role in supporting children to recognise and value the variety and vitality of culture locally, nationally and globally. Our pupils have been particularly successful in a number of recent art competitions, bolstering their determination to improve even more. Our pupils have particular strengths in music. Senior pupils can record their own simple compositions using correct notation.

i) Health and Wellbeing

The aim of learning in health and wellbeing is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.

Certain aspects of health and wellbeing are taught through focused programmes developed within the school to develop skills and learning in a progressive way. These are structured under the following headings:

Mental, emotional, social and physical wellbeing

Planning for choices and changes

Physical education, physical activity and sport

Food and health

Substance misuse

Relationships, sexual health and parenthood

Learning for Life

Staff plan for a range of activities which use real contexts for learning. The involvement of people from the wider community may be sought for this. Pupils will apply their learning in core subjects to other areas of the curriculum. Examples of this would include writing reports on school outings; using skills in money to plan for school events; enhancing skills in listening and talking through drama.

Choices and Consultation

Staff plan some aspects of their learning with pupils, for example, when preparing to start a new context, pupils will agree on the things they wish to find out about. Staff will incorporate these into the overall plan. Staff also have learning conversations with pupils about their work and agree on what has gone well and what their next steps might be. The approaches will vary depending on the child. Information about pupils' progress is recorded in pupil profiles or in "big books". Parent contact meetings and written reports are designed to give parents an ongoing overview of their child's strengths and next steps.

Sensitive Subjects

Some sensitive subjects are included in the curriculum, particularly sexual health and drugs awareness. Parents will be informed when study of these particular aspects of health and wellbeing will be taking place and the school will provide further information, through the use of parent workshops, which may also involve other health professionals. We would always encourage parents to speak with their children about the work they have done and to contact the school if they have any concerns or would like further information.

Religious instruction and 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. As a non-denominational school, pupils learn about variety of world religions, as well as the main Christian festivals.

The school holds weekly assemblies known as "Get together". Staff take turns in planning for a series of presentations on a specific theme e.g. "Places of Worship, or "Gifts". These are then followed up in class at the appropriate level. We have found this way to be successful in helping children make sense of the concepts and ideas being discussed.

At present there is no school chaplain, however we do have the support of supply chaplains from time to time.

Under the terms of the Education (Scotland) Act 1980 "any pupil may be withdrawn by his/her parents from instruction in religious subjects and from religious observance". Any parent wishing to exercise this right should first discuss it with the Head Teacher.

Assessment & Reporting

Last session, staff consulted with parents with parents and pupils about this and our amended programme is now in place.

In the meantime, staff have developed a range of methods for tracking the continuous progress of their pupils. A wide range of evidence is gathered; discussions take place on a regular basis between staff including support staff, about a pupil's progress. We have created a shorter, but more informative reporting format for the end of the session, which, along with other ways of reporting will give parents a more regular, meaningful information about their child's learning. Staff also update the authority tracking spreadsheet three times a year. Pupils are familiar with "learning conversations" which take place after every lesson and where pupils are able to acknowledge their strengths and their next steps.

There is an ongoing programme of assessment which are a combination of both formative and summative tasks. Staff plan to assess what children **say, write, make and do**. The focus for assessment is considered in the initial planning stages of any particular subject.

There is a planned programme of two parent contact meetings and two written reports which are spread throughout the session.

By timetabling these events in this way, we ensure that one informs the other, so that parents have a coherent flow of information throughout the year. Pupil profiles contain much of the evidence of pupils' progress as well as wider achievements and may be used to form part of the discussion at parent meetings. P7 pupils have their own electronic transition report, which they complete in stages throughout the academic session. This focuses on them as learners as well as their successes in the P7 year.

Support for Pupils

Some pupils may require additional support in order to make the necessary progress in their learning. This could be subject specific e.g. maths; as a result of a specific learning need e.g. dyslexia, as a result of a disability e.g. partial sight, or where a child's behaviour or emotional needs are such that they disrupt their ability to focus and learn in class.

Identifying Pupils additional support needs

Staff may identify a pupil who requires extra support by looking at their progress, behaviour or skills in class. If it is felt that a pupil requires additional support, a referral to the Pupil Support teacher will be made. She will conduct assessments to establish the nature of the child's needs and will then offer support via resources, approaches to learning and teaching, or direct one to one working as appropriate. If the support is significantly different from the core curriculum, an IEP may be generated. This provides long-term targets toward which the child will work over a year.

An "establishing needs" meeting may be scheduled at this point if there is a serious concern. The purpose of this meeting is to establish what additional support needs the child has and the possible ways in which the school or other professionals can offer support. Decisions will be made regarding referrals for outside agency support and IEP targets.

Referrals can be made to other professionals e.g. educational psychologist; speech and language therapist, who may be able to support staff in the form of advice and resources or working with the child directly.

The involvement of pupils and parents in planning and carrying out measures to support needs is crucial. Pupil's views are sought, where appropriate and they are involved in evaluating the progress they have made. They may attend all, or part of any meetings as

appropriate. Parents will be informed of all developments and their views and support will be sought on an ongoing basis. Their observations and comments will always be sought for formal meetings.

If a child has an IEP this will be reviewed four times a year and parents and pupils will contribute to this process, though if a parent is unable to attend a review meeting, staff will update the targets nonetheless. A Child's Plan meeting will be held if and when factors change significantly. At points of transition, these meetings are extremely important and have proved successful in ensuring that the needs of children, for example, going beyond our school, are shared with secondary staff.

Contacts for advice

As part of her role as Principal Teacher for both schools, Mrs Ruth Brown leads the overall focus on pupils with additional needs.

Class teachers can be contacted at any time during the school year in addition to scheduled parent contact meetings, however, we would always ask that parents make an appointment to meet with staff to ensure that there is adequate time set aside for quality discussion.

Pastoral Support

Our school follows the principles contained within "Getting it Right for Every Child" (GIRFEC) This approach looks at a variety of factors which lead to a child's physical, emotional and social wellbeing, e.g. being safe; included; nurtured; healthy. This is addressed in the values we demonstrate every day in school, through the curriculum; through specific policies, e.g. bullying and the child protection framework. Each child has a "named person" who ensures they are supported. It is normally the Head Teacher who is the named person for pupils of primary age.

All our procedures are underpinned by the Education (Additional Support for Learning) (Scotland) Act 2009 and you can find out more by looking on this website:

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

There are other organisations which 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 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

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 SC012741."

School Improvement

Staff select aspects for school improvement every year. These can sometimes be linked to major developments in the Authority; at others, specific to our context. Staff from Logierait and our partner school, Blair Atholl, work together on all our development work through a planned programme of collegiate meetings.

Currently the school has a dual focus – developing play-based learning in the early years and “Visible Learning”, an approach to ensuring that pupils are aware of where they are with their learning and how they can make progress. This is tied inextricably with high quality learning and teaching

Main achievements of the school over the last 12 months

The school publishes a Standards and Quality report each session. It can be found on the schools’ section of the council website www.pkc.gov.uk

The school continues to have a strong focus on ECO projects and received its fourth Green Flag in March 2018.

Improving Standards in core subjects

Due to our low roll in some class groups, it is not possible for us to express attainment levels as percentages. The majority of pupils are attaining expected levels, some pupils are attaining beyond those levels. Parents will be aware of their individual child’s attainment through discussion with teaching staff. We ensure that support for pupils with ASN enable them to make as much progress as they can, appropriate to their needs.

In addition, staff highlight all of our pupils’ achievements, including those outside school and these are celebrated through displays, photographs and reports on our website.

Plans for improvement in the next three years

Staff agreed to focus on two main areas of the curriculum:

- Play-based learning in P1 and 2
- Visible Learning

There will also be a number of smaller developments e.g. pupil voice.

National Level

The school was inspected in March 2011 and the report published in June of that year. There was no return visit from HMIE planned at that time. The school worked in partnership with ECS School Improvement Service, to address the action points and a follow up report was published in June 2012. You can view both reports on the school’s section of the council website at www.pkc.gov.uk

School Policies & Practical Information

The school has a range of policies covering all aspects of learning and teaching the curriculum and other statutory policies e.g. child protection. Some of these reflect national or authority guidance, others are particular to our school. Please ask for a copy of any of our policy documents.

Our school has recently moved to having 2 classes; P1-3 and P4-7, though pupils will continue to work across ages and stages for some aspects of their learning. Work is differentiated to adapt to pupils' needs and pupils benefit from being able to work on co-operative learning tasks with others.

The school provides homework to consolidate work done at school, or to prepare for future studies. During some weeks in school e.g. "short" in-service weeks, there may be less homework issued. Staff may also give pupils song words or parts for a play to practise at home and we would encourage pupils to see these as quite valid pieces of homework. The school counts on the parents' help in developing a positive attitude to homework in their children. A "handy guide" for parents to help their children with homework has been issued and is available on request.

Pupils in P1 and P7 undergo a general health check, which includes an eyesight test as well as height/weight etc. Parents are informed directly of when these will be taking place and are welcome to come along for these, which are carried out by our school nurse. The school dentist also visits every year; however, she simply examines pupil's dental health as part of national overview and simply recommended if any treatment is required by the child's own dentist. Treatment can also be provided by the school service if a child has no designated dental practitioner. Again, parents are informed of when these visits take place.

Please also ask at the office for further information about free school transport, free school meals and financial assistance with buying school uniform.

Uniforms can be ordered online via the Tesco website. Parents are able to order as much or as little as they wish at any one time. Pupils should wear black or navy trousers/skirts as appropriate. In inclement weather pupils should be properly clad and during snowy weather – when pupils enjoy being outside! – they will only be allowed to do so if they have the appropriate clothing.

In case of emergencies we ask that parents ensure that the school has a current emergency contact for their child/children. In cases of severe weather closure, families will be contacted directly by the head teacher or clerical assistant. A "phone web" has proved useful in the past to ensure that all families have been informed of any school closures. Pupils from outlying areas may be advised by their transport providers if travel conditions are poor, however pupils will not be sent home unless we know there is someone there for them. A "snow" address is often useful.

Logierait Primary School has meals delivered from the kitchen at Pitlochry School. This does not limit the choices our pupils have, and orders can now be taken "on the day". In addition to three choices, one of which is a vegetarian option, there is also a "bagged" lunch choice. Orders are made on the day and parents are encouraged to sign up for the "ParentPay" option for paying meals online.

Meals for P1-3 pupils are free automatically. Otherwise, meals must be paid for in advance. Lunchtimes are a very social affair and pupils are encouraged and supported to develop good table manners and to use cutlery correctly.

You can claim free school meals for your child(ren) if you are receiving certain benefits, application forms may be obtained from the Head Teacher. Packed lunches may be eaten in the dining room. For Health and Safety reasons, thermos flasks or glass bottles are not allowed, however flasks which do not contain a glass inner, are permissible. It is no longer

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.