

LUNCARTY PRIMARY SCHOOL



School Handbook **Academic Session 2021/2022**

Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, Perth & Kinross Council Education & Children's services provides the following three categories of information: -

School Information

The first half of this booklet contains information about the school. This is available from the school for parents of pupils at that school, or other parents who want to choose that school for their child instead of the school proposed by the authority.

Basic Information

The second half of the booklet is intended primarily for parents who want to consider a choice of school for their children, and consists mainly of brief details of the Authority's policy on placing in schools, meals, clothing grants, transport, and school commencement arrangements etc.

A complete copy of the basic information booklet is available from Education & Children's services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD (Tel 01738 476200). This contains lists of the Authority's schools.

It should be noted that the basic information booklet applies to primary, special and secondary education and that information about nursery education is included in the School and Supplementary Information categories.

Supplementary Information

This includes specialised information which some parents may want for a variety of reasons and which is available on request from Education & Children's Services. Such information relating to a particular school is available at that school.

Whilst the information contained in this school handbook was accurate at the time of publication (December 2020), further changes may have occurred since then.

LUNCARTY PRIMARY SCHOOL

Welcome to Luncarty Primary School.

Luncarty Primary School opened in 1977, is all on the one level within its own playground, playing field and garden areas which have been developed over recent years to include a quiet area, garden areas and trim trail.

The school has a nursery class, seven primary classes, and a purpose built after school area for all children from nursery age to Primary 7. The school has a gym hall which is used for assemblies and as a dinner hall.

The school has a very positive ethos which extends to its good reputation in the community, encourages high expectations, enthusiasm, hard work and a caring attitude towards others. We work hard to develop positive attitudes for lifelong learning.

We aim to provide a broad and balanced range of educational and social experiences to meet the needs and abilities of all our pupils, providing opportunities for all to reach their potential. Luncarty Primary School has a secure and caring, environment where the child is valued as an individual and where everyone has equal opportunities.

We are very proud of our school and this is reflected through our positive attitudes and in the quality of work we expect from our pupils.

Parents are welcome to visit the school and by arrangement speak with the Head Teacher about their child's education and well-being. We try to involve parents, where possible through open afternoons, evening workshops, class showcases, help with sports and educational trips and through twice yearly Contact Evenings. We value the contributions of Parents and the wider community to the education of our pupils. The positive partnership that exists between parents and teachers is greatly assisted by an active Parent Council which represents the whole parent forum to which all parents belong.

As Head Teacher I welcome all Parents whose children will be attending Luncarty Primary School during the session 2021/ 2022.

J. Hay.

Delineated Area

Luncarty Primary School is situated approximately 6 miles NW of Perth, turning off the A9 at the Luncarty signpost. The school is situated in Marshall Road, which is a cul-de-sac.

The school's delineated boundary extends to the River Tay in the East, from Ordie Cottage in a North Westerly line to Woodend Farm and South East to Berthapark.

Pupils residing in this area can be registered directly at this school. Additional information is contained in the second half of the handbook compiled by Perth and Kinross Section A.

Contact Details

Useful Information

Address: Luncarty Primary School
Marshall Road
Luncarty
Perth
PH1 3EX

Telephone: 01738 474185
Fax: 01738 827632

School E-mail: luncarty@pkc.gov.uk
Wraparound E-mail: LuncartyWraparound@pkc.gov.uk
School Website: <https://blogs.glowscotland.org.uk/pk/luncartyprimary/>

2020-21 School Roll – 135, Nursery – 12

Staff

Head Teacher:	Miss J Hay	
Principal Teacher	Mrs F Coyle	P1
Class Teacher	Mrs S Small	P7
Class Teacher	Miss J Lang	P1B
Class Teacher	Mrs L Smith	P4/5
Class Teacher	Miss C MacNicol	P3/4
Class Teacher	Mrs C Batty	P2
Class Teacher	Miss M McCann	P6
Class Teacher	Mrs J Masson	P1A
Pupil Support Teacher	Mrs Mhairi Marshall	
Early Childhood Practitioner	Mrs S Fertacz	
Early Childhood Practitioner	Mrs J Easton	
Early Childhood Practitioner	Ms M Turner	
Play Assistant	T.B.C.	
Pupil Support Assistant (Nursery)	Mrs P Campbell	
Nursery Peripatetic Teacher	Mrs V Ferguson	
Pupil Support Assistant	Mrs A Stewart	

Advisory Teachers:
P.E. Mrs R Harrow
Music Instrument Teachers Mrs A Hogg

Quality Improvement Officer Mrs G Knox

School Support Staff
School Support Staff
School Support Staff
Facilities Co-ordinator

Mrs L Smith
Mrs E Bruce
Mrs S Dargie
Mr S Parks

Wraparound Care Co-ordinator
Wraparound Depute Supervisor
Wraparound Play Assistant

Mrs N Henry
Mrs A Peters-Waistell
Mrs Y Campbell

Parent Councils

Parent Council Members are:-

Mrs E Bowman	Chairperson
Mrs G Mowat	Vice-Chairperson
Mrs F Keiller	Secretary
Miss A Jack	Treasurer
Mrs F Coyle	Staff member

Mrs J Mercer	Mr G Marshall	Ms C Cruickshanks
Mr Mitchell	Mrs A Millar	Mrs L Awburn
Mrs L Mackintosh	Mrs S Rees	Mrs L Summers

The Head Teacher attends in an advisory capacity.
Parent Forum / Council meetings will be held at regular intervals throughout the year to discuss school related issues and fundraising events.

All parents are automatically members of the Parent Forum and are invited to attend all meetings.

Parental Concerns

If there is a concern about your child, then you should contact the school to discuss this with the class teacher or Head Teacher as appropriate. All concerns will be dealt with promptly.

Complaints Procedure

The school is committed to providing a complaints procedure which is responsive, works timorously and acknowledges when things go wrong to seek and correct them. If a problem does arise the problem should in the first instance be made to the Class Teacher or Head Teacher, as appropriate. A complaint may be made in person, by telephone or in writing. The complaint will be recorded detailing the nature of the complaint, the contact details of the complainant and date. This will be dealt with fairly and in a sensitive and confidential manner.

The complaint will be acknowledged within 5 working days and a full reply will be given within 15 working days from the date of receipt of the complaint. In the event that a full response can be made within 5 working days an acknowledgement will not be sent.

If the problem is not resolved, the complainant should contact the school's designated Quality Improvement Manager, who will advise on taking forward the complaint within the formal complaint's procedure. Details can be found on Perth and Kinross Website or by contacting Customer Service Centre on 01783 475583

Email: customercomplaints@pkc.gov.uk

Attendance

It is essential your child attends school every day; however, we know this is not always possible. Some reasons for not attending can be authorised by the school, others are

unauthorised which means they should not occur.

Please try to avoid taking holidays during term time, as your child will miss important teaching, which cannot be replaced and continued absence affects your child's learning and attainment both short and long term.

If your child is absent due to illness, please phone or e-mail the school before 9am to report the absence.

If you know that your child is going to be absent for a particular reason, please inform the school beforehand by letter stating the date of absence and reason your child will not be attending school.

This information enables the staff to know who is in school and who is absent each day, thus ensuring the safety of your child.

Registration

Registration for Primary 1 takes place in January. Parents should bring their child's birth certificate and evidence of address to school, child benefit letter or book and utility bill. A Primary 1 parent information evening will be arranged in June to enable parents to gather information, view educational materials and discuss with staff. Pre-school pupils will be involved in transition activities over the year and spend the morning in school in June with the Primary 1 teacher. Parents are welcome to make an appointment to visit the school prior to seeking a place for their child.

School Ethos

Our Vision

- To develop confident and successful individuals who can successfully participate, engage and contribute to their own education, to the school community and to the National and Global community in which they live both now and in the future.

Our Values

- Respecting the rights of each other in the School community and in the National and Global Community:- being active citizens
- Understanding and accepting our responsibilities to ourselves and others through listening, expressing opinions and showing fairness, honesty and trust.
- Building positive relationships together, including countering racism, discriminatory behaviour and harassment

School Aims

- Provide a happy, safe and stimulating environment where everyone can learn effectively and develop independence to become successful learners.
- Promote and value high standards of learning, teaching and achievement through high quality experiences that meet the needs of all pupils.
- Work in partnership to promote positive relationships between home, school and the

community.

Community

The school has a responsibility to ensure that the community shares the life and the work of the school. Events held in or out of school are advertised in the village and villagers are warmly invited to attend.

Local people are welcome as visitors in the school as part of our audience or formally as visiting speakers or to coach the children in particular skills.

The area around the school provides a wealth of opportunity for learning. Local businesses have supported the school through community working days and at our various school events.

Pupils take an active part through their involvement in Eco activities, Pupil Council, Health Group, and wider achievement groups broadening their skills and experiences. Pupils identify local, national or international charities and organise events to support them.

Parental Involvement

Co-operation and communication between home and school is necessary and important and parents are encouraged to participate in all aspects of school life. We appreciate the parental support as both pupils and staff benefit as a result.

Parents are invited into school on numerous occasions to deliver presentations on a particular skill or experience they can share, to support sporting events or educational trips, to view their children's work or drama and music presentations.

Information from school to home is given in a variety of ways: -

- School diaries/record books
- Learning focus issued every teaching and learning block
- Via school newsletters, Seesaw and Pupil Learning Journals
- Class information sheets
- Open afternoons
- Class showcase
- At parent contact evenings.

All parents are members of the Parent Forum, which is represented through the Parent Council. Meetings are held each term; or more frequently as required and all parents are always invited to attend to participate in both school developments and take forward Parent Council ideas.

Positive Behaviour

In Luncarty we aim to create an environment where the value of the individual is maximised and where notions of discipline and self-discipline come from positive rather than of negative experiences.

Pupils, teachers and parents have rights and responsibilities and in order to ensure a happy, safe and orderly school community, where effective learning and teaching takes place, these should be considered.

Our expectations are that children will work hard and will behave in a socially acceptable manner towards their peers and towards adults.

We are confident that parents will support the school in the maintenance of good standard of behaviour.

Through ongoing everyday work within the school children learn the values of being responsible citizens, effective contributors, successful learners and confident individuals.

Where issues arise, Restorative Approaches are used to resolve them and to support children move forward in their relationships with each other. All staff are trained in this approach.

Values are also developed through our Health and Wellbeing Programme which supports the ethos of the school and the wellbeing of all children.

Where unacceptable behaviour becomes a major concern, the full co-operation with parents is essential to solve any problems. Class teachers and Senior Management will discuss concerns with families and will seek advice if necessary, from other agencies to support finding a solution.

When appropriate, Senior Management may find it necessary to exclude a pupil for a period of time, to allow support to be put in place. We would always seek to find solutions before it reaches this stage, whenever possible.

In order to guide all concerned a few necessary school rules have been formulated for the well being of the children and the smooth running of the school.

Children have developed the school 'Rules' which are part of the Behaviour and Relationships Blueprint and Policy.

Anti-bullying Policy

Bullying is unwanted and uninvited verbal, physical, emotional or online conduct which causes distress and harm to the person experiencing it. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident. Bullying is a combination of behaviours and the impact they have. It can be a range of behaviours including:

- Physical: This may include hitting, kicking, pushing or taking someone else's property.
- Verbal: This may include spreading rumours, name calling, teasing or talking about people.
- Emotional: This may include excluding someone from the group, embarrassing someone or making someone feel bad for being different
- Cyber: This often involves the same type of behaviour as other bullying, for example name calling, spreading rumours or leaving people out, but takes place online, on social networking sites etc.
- Prejudiced-based bullying: This may include being targeted because of who you are or how people see you.

Bullying behaviour has an impact upon the child who experiences it and it is everyone's responsibility to deal with bullying behaviour quickly and effectively.

This school adopts a proactive approach including a focus on anti-bullying through class work, whole school work, Bounce Back and using Restorative Circles.

When bullying behaviour does take place, we need to respond appropriately by addressing the needs of those involved. This will be carried out within a framework of respect, responsibility, resolution and support. We will use Restorative approaches to help build, maintain and repair healthy relationships.

Incidents of bullying behaviour will be recorded as it is essential, we monitor responses and the effectiveness of our anti –bullying policy and practice.

Support for Parents, Carers and Pupils leaflet - www.pkc.gov.uk (and on school website)

School Rules

Ready, Respect and Safe are our 3 overarching rules under which the children have categorised the following:-

READY

- We listen to others without interrupting them.
- We try our best, work hard and learn from our mistakes.
- We come to school on time.

RESPECT

- We treat others the way we would like to be treated.
- We always tell the truth.
- We are kind, polite, helpful and aware of other's feelings.
- We look after our own and other people's belongings.

SAFE

- We speak to an adult or older pupil if we need help with a problem.
- We are in a bully free zone.
- We always walk in corridors to avoid accidents.

We reinforce these rules during assemblies and celebrate children's success through praise and rewards both at class level and at whole school level.

Transitions

Transfer to Secondary School

Children who attend Luncarty normally transfer to Perth Grammar, Gowans Terrace, Perth, Tel: 01738 472800.

Throughout the session there is liaison with Perth Grammar and teachers will visit to talk with the Primary 7 children. There will also be opportunities for parents and pupils to visit the secondary school.

The Grammar's parents' handbook is issued in January to all parents of primary seven pupils in the catchment area; and is available to others on request.

The Curriculum

A Curriculum for Excellence ensures that the pupils receive a broad, balanced, cohesive, curriculum which progresses appropriately from Nursery through to secondary school and beyond. It provides a balance of teaching which supports children in becoming successful learners, confident individuals, responsible citizens and effective contributors.

Children learn at different rates and have different strengths and needs. Ensuring that each child reaches their potential is an integral part of learning and teaching at Luncarty Primary.

Programmes of skills are planned at whole school level for each curriculum area, ensuring there is progression as each child moves through each level. Benchmarks are used to track pupils' progress year on year to ensure the teaching and learning is at the correct pace and there is good support and challenge.

A variety of teaching approaches are used taking account of children's learning styles, interests and opportunities to work outdoors, take fieldtrips and work with experts within and out with school all contributing to the children's learning experiences.

Contexts for learning offer regular opportunities for cross curricular work, application of skills taught and develop independent learning skills.

Children have regular opportunities to be involved in planning what they learn, how they learn and choice in ways to show their learning. As children become more skilled, they show increasing confidence in making good choices and working independently towards the desired Learning Outcomes.

Each teaching and learning block parents will receive the Learning Focus. This will give information on the key areas of learning.

Language and Literacy

English Language

The Literacy and English framework aims to develop competence in listening and talking, reading and writing as well as to develop critical and creative thinking, interpersonal and team working skills which are so important in life and the world of work. The literacy experiences and outcomes promote the development of skills in using language; particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply language.

The Literacy and English framework promotes competence and confidence in literacy, including 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 and talking within each of these there are organisers relevant to all curriculum areas as indicated below.

Reading

Enjoyment and choice

Tools for Reading

Finding and using information

Understanding, analysing and evaluating

Writing

Enjoyment and choice

Tools for Writing

Organising and using information

Creating texts

Listening and talking

Enjoyment and choice

Tools for listening and talking

Finding and using information

Understanding, analysing and evaluating

Creating texts

Maths and Numeracy

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 a subset of Mathematics and is a core skill which permeates all areas of learning allowing pupils the opportunity to access 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 the study of the properties, relationships and patterns in number and shape and the application of this knowledge to analyse, interpret, simplify and solve problems. Mathematics develops logical reasoning and developing the ability to think in abstract ways.

The mathematics outcomes are outlined as follows:-

- Number, money and measure
- Basic number processes
- Measure
- Patterns and relationships
- Expressions and equations
- Shape, position and Movement
- Properties of 2D shapes and 3D objects
- Angle, symmetry and Transformation
- Information Handling
- Data and analysis
- Ideas of chance and uncertainty

The importance of Mental Arithmetic is recognised and this will always be within daily numeracy and maths teaching and learning programmes at all stages.

Health and Wellbeing

The main purpose of 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 focussed 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 (Parents always receive detailed information at our Parent workshop)

Social Studies

Social Studies are taught from N-P7 to develop children's understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. Social Studies are taught through planned contexts, which offer a progression in knowledge and understanding, skills, attitudes and values and are designed to link with other areas of the curriculum to provide learners with a deep, enjoyable active experience.

The following areas are the focus for context work within Social Studies

- People, Place and Environment
- People, Past Events and Societies
- People in Society, Economy and Business

Science

Through Science children develop their interest in, and understanding of, the living, materials and physical world through engagement in a wide range of collaborative tasks, which allows them to develop important skills to become creating and enterprising in a world where the skills and knowledge of science are needed.

Technologies

Technologies relate particularly to contexts which provide scope for developing technological skills, knowledge and understanding and attributes through creative and practical activities. The technologies are:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Information Technology

All pupils have access to computers in their classrooms. There is a minimum of 4 PC'S or laptops in each class, and laptops are available for use in the computer area or can be used in classrooms. The children access the computer for a wide range of curriculum activities. Other technologies children access; are iPads, smart boards, digital flip video cameras, digital cameras and Dictaphones.

Expressive Arts

Expressive Arts includes Art and Design, Drama, Music and Dance.

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

Where possible, work in these areas is linked to the class contexts. Class teachers integrate art and design, drama and dance into their teaching and learning programmes and contexts.

*Music Tuition

See section F in Perth & Kinross Council Education & Children's Services Appendix

Modern Languages

French is taught throughout the school from P1 - P7 as the first modern language. This focuses on Talking and Listening in P1 and extends to reading and writing in P2 – 7.

Religious and Moral Education

Religious and moral education helps children explore the world's major religions and views which are independent of religious belief, and to be challenged by these beliefs and values. It supports children in developing 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. Through teaching and learning children will be encouraged to reflect on the beliefs, values and traditions they have studied. The following areas are part of the R.M.E programme:-

- Christianity
- Other World Religions
- Development of Beliefs and Values

Religious Observance

Religious observance takes place at whole school assemblies. The school chaplain attends assemblies several times during the session and occasional speakers lead assemblies.

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 who wishes to exercise this right must first discuss the matter with the Head Teacher

Further information can be found at:

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

Assessment & Reporting

Assessment

Assessment of pupils is carried out in an ongoing basis by the class teacher to ascertain the progress made by individuals to provide challenge or to diagnose difficulties encountered and to plan a suitable support programme and next steps in teaching and learning which is appropriate to individuals' developmental needs. Ongoing formative diagnostic and summative assessment is an integral part of the curriculum and is built in at the planning stage. In conjunction with this, children self and peer assess at all stages to reflect on their own and others work and progress.

Further details can be obtained in the School Assessment Policy which follows both local and national guidance. A school leaflet on self and peer assessment is available to detail this aspect of assessment.

Attainment

The school is committed to ensuring that every child reaches their potential. This is achieved through focussed teaching, parental support and involving children in their learning. All of these factors contribute significantly to each child's attainment. We expect a high standard of work and most of our pupils attain or exceed the standards expected.

Targets

Targets are identified for academic curricular areas in school and teaching and learning focuses on working to achieve these targets. Teachers use these targets within their Learning Intentions and Learning Outcomes on a daily basis.

Children also set their own personal targets, which can be academic or social, and they work towards these independently, with teacher and with parent support. These targets are closely monitored by the class teacher who will regularly discuss progress with them in class.

Learning Journals

All children have learning journals. They provide learners parents with a summary in the following areas:

- Targets for Literacy and Numeracy and another area which can be curricular or personal.
- Reflections of learning within literacy, numeracy and skills applied in a range of context.
- Reflections on personal health and wellbeing through the use of the SHANARRI web.
- Skills for Life Learning and work.

Dialogue is at the centre of the profiling process. The nature of discussions will vary at different times of the year and according to the needs of the learner. The quality and on-going nature of the discussions is critical in securing effective engagement with learners and successful outcomes. Learning Journals are sent home 4 times per year and children encouraged to talk with parents/carers about the work samples within them. Parents have the opportunity to write feedback if they wish.

Wider Achievements

Recognition of children's wider achievements both in and out of school is important for them to apply and develop new skills.

We encourage children to talk about their wider achievements and the skills they are developing through them. These are recorded in a variety of ways appropriate to their age and stage of development. To encourage a more independent approach to this P6 are currently working towards Crest Awards and P7 to Jass Awards.

We encourage all parents to support and contribute to their child's wider achievements.

Reporting

Evidence of each pupil's work is used to inform progress and reporting to parents. Along with formative and summative assessments this information enables the teacher to plan teaching and learning appropriately. We welcome meetings with parents to discuss the work of their child and our open afternoon offers the opportunity for each child to discuss their progress with their parents, taking the responsibility to organise and present this to them.

Children are given opportunities to feedback to Senior Management each school session and individual time is allocated to report their own progress across the curriculum to discuss challenges and any support required. This information is recorded and feedback given to their class teacher.

Annual reports are sent home in June.

The school operates an "open door" policy and parents are actively encouraged to be positive partners in their children's learning.

Parents are also encouraged to contact their child's teacher or Head Teacher if there are any issues or concerns that require immediate action.

Support for Pupils

Additional Support Needs (ASN)

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier to learning.

The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out parents' rights within the system. The Act has been subsequently amended by the Education (Additional Support for Learning) (Scotland) Act 2009 ("the 2009 Act") and the Equality Act 2010.

It is the duty and responsibility of everyone within Education and Children's Services to promote and implement the requirements of the legislation in relation to children with additional needs. At Luncarty Primary School, children who have Additional Support Needs (ASN) are supported within the terms of the overall Additional Support Needs Strategy of Perth & Kinross Council.

Their barriers to learning may be identified from the overlapping themes of learning environment, family circumstances, disability or health need, and social and emotional factors. It is the impact upon the individual of any particular factor which will be critical in determining whether the child or young person requires additional support. Children may require additional support long or short term, to ensure that they benefit from their school education.

Luncarty Primary's Additional Support Needs Policy details how the school is implementing the key principles of the act to identify and support the full inclusion in the life of our school community, of children with additional needs and to promote skills of independence and skills for life.

In consultation with the Headteacher collaborative working practice with parents, class teachers, the Pupil Support Teacher and other professionals is promoted through the appropriate level of planning. i.e. Personal Learning Planning (PLP); Individualised Education Plan (IEP) or Coordinated Support Plan (CSP).

Staff seek and take account of children's views as part of this process. Regular reviews of children's additional support needs and progress involve children, parents, school staff and other professionals as appropriate.

The school is fully accessible to children and young people with mobility difficulties and the school and local authority, as appropriate, provide specialist equipment.

Parents who think their child may have additional support needs or who wish further information are encouraged to contact the school in the first instance.

Information can also be accessed via the Website Link:

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

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

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

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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.

School Improvement

Continual self evaluation enables the school to focus on school improvement in a focussed and manageable way. The school has a three year strategy plan which has identified long term key developments. This strategy plan is reviewed and amended as school improvement developments are implemented or in light of new local and National priorities.

The School works towards focused development and improvement through the School Improvement plan, which is evaluated regularly throughout the session with written actions identified prior to the start of each new session.

As part of the school's quality assurance these evaluations are used within the School's Standards and Quality Report.

The Parent Council are involved in School planning and feedback from parent questionnaires impact on how the identified areas are taken forward.

All of the above are available to parents via the school; or can be read on the school website. Information on overall school performance.

The school aims to involve the children in school improvement through Pupil Groups. These groups have their own agendas, which impact on how ideas are creatively progressed for whole school improvements. Group achievements include gaining the Fifth Green Flag for the Eco School Award, gaining many Road Safety awards, working with local businesses for charity events and establishing a Fair Trade ethos within the school. These are a few examples of improvements linked to pupil's involvement.

Improvements in literacy, Numeracy and Health and wellbeing

Continuing improvements in Literacy and Numeracy are evident at all stages with most children attaining or exceeding the National standards. Further information on literacy and numeracy can be found in the school Standards and Quality Report.

With a specific focus on Mental, emotional and social wellbeing at whole school level promoting confidence, independent thinking and positive attitudes children's progress is seen through the day to day evidence of how well they are developing and applying their knowledge and skills as well as any specific assessment task.

School Policies & Practical Information

Organisation of the school day

Primary 1 – 7 start of day	9:00am
Break	10:45am – 11:00am
Lunch	12:15pm – 1:15pm
Primary 1 – 7 end of day	3:15pm
Nursery	9.00am – 3.00pm
Wraparound Breakfast Club	8.00am – 9.00am
Wraparound After School	3:00pm – 6.00pm

School Meals

School meals are served daily in the dining hall at a cost of £2.15 per day. To facilitate banking, we request that all dinner money is paid in advance through ParentPay.

P1 to P3 receive free school meals. Packed lunches may also be eaten.

Application forms for Free School Meals are available from the school office or the Education Services. For further information see Perth and Kinross Council information at the back of this handbook.

School Policies

Curriculum

Literacy and English
Maths and Numeracy
Health and Wellbeing
Science
Social Studies
Technologies
R.M.E.

Other

Behaviour and Relationship Blueprint & Policy
Early Years
Equality and Race Discrimination
Disability and Equality
Anti-Racism
Anti- Bullying
Medication
Mobile phone
Litter
Child Protection
Effective Learning and Teaching
Additional Support Needs
Assessment
Homework

School Policies and Parent Information leaflets can be accessed via the school or on the school website

A list of Local Authority Policies can be accessed on the Perth and Kinross Website

Homework

In Luncarty P.S we aim for each child to achieve their best. Children learn best when they feel supported and in doing so, both in school and at home, we can help children become successful learners, confident individuals, responsible citizens and effective contributors in all that they do.

Why is homework so important?

Homework helps children

- Practise and build on what they have learned in school
- Learn how to organise and manage their own time
- Take more responsibility for their own learning
- Develop confidence, overcome difficulties and solve problems
- Learn and work independently
- Share their learning with parents/carers

What will homework include?

- Reading
- Language – e.g. spelling; work giving extra practice in language, phonics
- Maths/Number skills practice through the online resource “Sumdog”.
- Context work - either oral or written
- Independent work linked to wider achievements chosen by the child

Not all homework will be written. It may involve preparing for a class talk, collecting items for a topic, drawing, carrying out some research by reading or through the Internet.

Whatever the task, we expect good quality homework of an equal standard to what is produced in class. It's the quality that matters not the quantity.

Recommendations

1. Pupils will be given homework regularly.
2. Homework tasks will be appropriate to the needs of the individual child.
3. Homework should take up to 30 minutes to complete. This may be shorter for P1- P3 and slightly longer for P6 – P7.
4. Senior pupils may be given a task, such as research, to do over a few days. Under these circumstances senior pupils are expected to manage their own time so that work is distributed over the allowed period. This approach will avoid excessive time being spent on homework the day before a task is due to be handed into the class teacher.
5. The completion of homework is the responsibility of the pupil.
6. Homework should be completed in a quiet place which encourages concentrate effort.
7. The presentation of homework should always be neat, and care taken with handwriting.
8. As an indication that work has been seen and / or heard and that satisfactory effort has been made an adult should sign homework or reading record books.
9. Following absence work may be given to help with work they have missed while not at school. This will be practise work after the teacher has spent time teaching the skills.

A school leaflet on homework is available.

Uniform/Clothing

The school likes to encourage the wearing of the school uniform. The school has its own sweatshirts with the school logo.

The basic items of uniform are:

- Grey trousers
- Grey skirt or pinafore
- White shirt or polo shirt
- School tie
- School sweatshirt or cardigan

For Physical Education, all children are required to wear

- Black shorts,
- T-shirt (House Colours)
- Gym shoes or indoor trainers
- A tracksuit is only allowed during outdoor activities.
- Gym shoes / trainers or other indoor shoes will be required to be worn inside the school building and children will change into outdoor shoes. These indoor shoes should be kept in school as they will need them every day

No earrings to be worn at gym. If they cannot be taken out, then tape should be put over them.

Please put names or some identifying mark on ALL clothing.

You can apply for funding to help with uniform costs.

Health Care

School Health Service

Medical and dental examinations take place for P1 entrants during their first school year. In the case of children with disabilities or specific needs, a yearly review by the school doctor is undertaken.

There may be occasions when the school recommends vision, speech or hearing tests. Referrals are always discussed with parents.

Clinics

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor etc.) Please inform the school of these visits.

Medicines

Parents should ensure that the school is informed of any specific medical conditions / allergy their child may have or medications he/she is currently receiving.

A form for recording this information is available from the school office. Parents should let the Head Teacher know whether this information should be shared with relevant school staff or whether they wish it to be held in confidence.

Should your child have a medical condition which may require essential treatment or emergency administration of medication, the following arrangements exist:

Education & Children's Services staff are under no obligation to administer or supervise medication for any child. However, they may, after briefing by the Community Child Health Service, volunteer to administer medication in an emergency. If no staff volunteer, an emergency procedure will be put in place.

A Parental Request Form **must** be completed for either medication administration by staff or for medication to be self-administered. This should be accompanied by a letter from a doctor detailing your child's condition, symptoms and treatment. The Community Child Health Service (Doctor) may be able to assist with the writing of this.

The educational establishment will hold medication, securely and clearly marked, for use by/for your child. You are responsible for supplying this medication to the office staff.

For children who have a 2 or 3 step plan, please provide the medication in its original packaging inside a plastic box. **YOU SHOULD NOT SEND IT WITH YOUR CHILD.** You are also responsible for maintaining up to date medication.

Details of how your child's medical condition will be managed when in the care of Education & Children's Services will be attached to this form by the Head of Establishment.

This form (Agreement for the Implementation of an Individual Young Person's Protocol) contains details of emergency contacts, medical treatment and staff briefing. It also contains an indemnity. You will be asked to sign the agreement form, which will also be signed by representatives of Education & Children's Services and the Health Board.

Pupils, who are able to administer their own medication, may do so, under the agreed supervision of a member of staff. Medicines will be stored in the locked cabinets in the school office/fridge. Medication may be brought to school only after completion of the relevant consent form. **YOU SHOULD NOT SEND IT WITH YOUR CHILD**

Where children are too young to self-administer medicines, parents should be asked to make suitable arrangements for themselves or another adult to take responsibility.

If there are difficulties, parents should be referred to the H.T. Special arrangements may be agreed with parents, for the administration of medication to pupils with additional support needs.

Other Health and Safety issues

In the first instance, staff trained in basic First Aid procedures, are available to deal with minor injuries, which occur during the school day. Parents are contacted if necessary.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Head Teacher or Depute will notify the parent of that child direct. We will also inform parents generally to be vigilant about their children's hair.

Statutory safety regulations applying to all aspects of school life have to be observed while the children are at school. These include fire safety, road safety etc. Fire drill practices are held during the session and valuable help is received from the local Fire Services, during their annual inspections.

Each school has a designated Health and Safety Officer and Miss Hay is responsible for monitoring the Health and Safety of staff and pupils at Luncarty.

In order to ensure the safety of the pupils we ask for the co-operation of parents when it comes to the transporting of children to and from school. No cars should be driven into Marshall Road between 0815 – 0905 and 1445 – 1530. This is a permit only zone during these times. Similarly, the school car park is extremely busy with staff cars, authorised transport and delivery vehicles. Parents should **not** bring their vehicles into the car park at either end of the school day. Children should be met at one of the two entrances into the playground.

You will understand that security is a very important issue for us in school. It is very important that we know exactly which adults are in school at any given time. We have a security entry system at the main front entrance and the Infant/Nursery door and must ask that all parents entering school do so by these doors only. Once inside the building, parents are asked to sign in at the office.

Parents and children are not permitted to open the external doors for visitors – entry to the building is controlled by office staff.

Inclement Weather

Children should not arrive at school before 8.45am. There is no access to the school for children before this time unless it is an emergency situation or if they are attending breakfast club. The Head teacher will decide, during inclement weather, if children can come into the school between 8.45am and 9.00am. During this time there is no supervisory staff available. In inclement weather children are permitted to stay in school during intervals. Classes are monitored by P7 monitors. The school support staff, and Head Teacher circuit the classes to ensure safety. Good behaviour is expected of all pupils on these occasions for their own safety.

Arrangements for Emergency Closures

Luncarty Primary School closely follows the Perth & Kinross local policy on school closures. Key principles are as follows.

- a. The health and safety of all pupils will be paramount at all times.
- b. In normal circumstances every effort will be made to keep the school open.
- c. Close contact will be maintained with buses or taxis regarding transport arrangements. Please note if the Taxi Company deems it unsafe to transport children then they will contact you. If however you decide to transport your child to school yourself you must accept the responsibility for collecting your child from the school on that particular day.
- d. In circumstances where conditions worsen during the day, every effort will be made to alert parents or emergency contacts to arrange to pick up their children from the school.
- e. School will not close because staff are concerned for their own journey. The school will not be closed until the last pupil and staff members have left.

f. If you are unsure as to whether the school will open on a morning where weather conditions appear bad, please contact:

- a) The school direct 01738 474185
Or
- b) Perth & Kinross website www.pkc.gov.uk
Or
- c) Perth and Kinross Council Information Line - 0845 3011100.
This may not be operational before 06.45 and is charged at the local rate.
Or
- d) Radio Tay – frequency AM1584 FM 96.4

To ensure these procedures run smoothly would parents keep the school informed of any changes of address or telephone numbers of emergency contacts.

Pupil Wider Achievement Groups

All children from Primary 1 to Primary 7 are involved in wider achievement groups and projects as appropriate and relevant to their age, stage and development.

Pupil Council

The school has a Pupil Council comprising of pupils from Primary 3 to Primary 7. The pupils on the council are elected for roles within the group. They regularly meet with the co-ordinator to discuss issues and initiate pupil projects throughout the year.

Eco and Sustainable Development Groups

The school has a range of wider achievement groups. These groups regularly meet with the co-ordinators and plan the developments for their group projects. The school currently has achieved their bronze, silver Eco award and five Green Flags.

Health Group

Pupils in this group take an active interest and plan for enhancing health promoting activities for all in the school and support a variety of charities linked with health and wellbeing through their healthy tuck-shop treats. They have in recent years established good links to work with old people at Luncarty House.

Junior Road Safety Officers

The JRSO comprises of children from P3 – P5. The JRSO's meet on a weekly basis with the co-ordinator and plan whole school safety issues, development and organise fun activities for all pupils to participate in.

House Captains / Vice Captains

Are elected by house members and promote teamwork for their house members through inter-house competitions and activities. These are reviewed on an annual basis.

Extra-Curricular Activities

Activities vary from year to year, and term to term. e.g.

- Netball
- Football
- Ball Skills (Infants)

Educational Field Trips

Throughout the school year children will participate in educational excursions. Primary 7 pupils have an opportunity to participate in a residential at Dalguise.

Instrumental Tuition

A Visiting Music Instructor offers tuition in violin and piano in Primary 4 to Primary 7. Pupils are assessed and prioritised based on their musical ability.

School Tuck Shop

A healthy eating tuck shop is available for all pupils before the morning interval. Profits from the Tuck Shop are collected and donated to a charity selected by the health Group.

Name of Child Protection Officer

The Child Protection Officers in Luncarty Primary are Sally Small (designated officer) and Jane Hay (Head Teacher).

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.

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 24. Further details of this provision can be obtained from the school.

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>

The nursery provides a nursery session for 24 children.

Further details regarding nursery provision are available in the nursery handbook. This can be obtained on request from the school.

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

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

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

Breakfast and After School Care

The school has an after-school wraparound provision available for school aged children from 3pm to 6pm each day.

Breakfast Club is available each day between 8am – 8.45am.

Nursery children are escorted to Nursery when the bell rings. All other children go straight to their classes