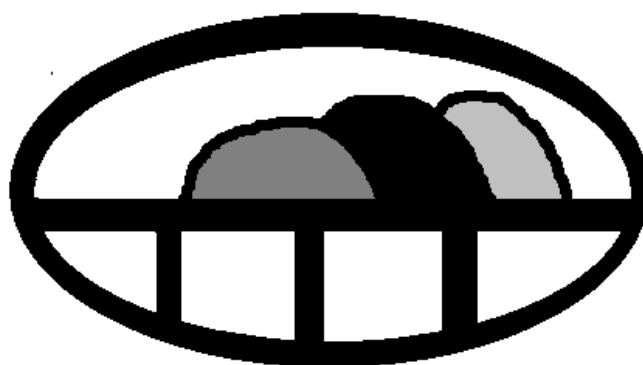


MONCREIFFE PRIMARY SCHOOL



School Handbook
Academic Session 2021/2022

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.

Everything in **bold** must be included in the school handbook as it is a legal requirement or something that the local authority wishes to include. Everything else is additional information that the schools may wish to communicate to parents and carers.

We must post a copy of school handbook on the Perth & Kinross Council website. Schools may also have them posted on their own website, Glow, blog etc. Handbooks must be made available to parents by the 8th of December each year.

On request, schools must make available to parents a hard copy if they want one, a version in an alternative format e.g. Braille, or translated into a community language other than English.

There is an expectation that you will involve parents and pupils in developing and producing the Handbook.

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2. Delineated Area
3. **Contact Details**
4. **School Ethos**
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7. **The Curriculum**
 - a) Language
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Introduction

Moncreiffe Primary School celebrates each child as an individual, recognises their individual strengths and learning needs, supports, guides and teaches them to enable them to be the best they can be. We aim to make Moncreiffe a happy, comfortable and hardworking learning environment, which recognises each child as an individual and supports their development.

Developing a good relationship between home and school is vitally important to the staff, parents and children at Moncreiffe. We actively seek to work closely with you as parents/carers to ensure a smooth progression for your child throughout their time at the school.

We hope that your child will be happy at school and that you find Moncreiffe to be an effective, supportive and caring environment. Please do not hesitate to contact us if you would like further information on any matter.

The School

Moncreiffe Primary School welcomed its first pupils on 16th August 1994 and in session 2003-2004 major extension work saw two new classrooms and an administration block added. The building is semi-open plan and has eight teaching bays which all open out onto communal learning activity spaces. The communal activity spaces each house a library and active learning areas. There is; a multi-purpose games and assembly hall, school kitchen, pupils' cloakrooms and toilets, reception area and administration suite. In addition, we have additional classrooms which are used as nurturing, learning areas for pupils requiring individual or small group support and a general purpose room which has a full pupil kitchen and is also used as an additional learning area for activities such as drama and music.

The school has a lovely outlook and sits in beautiful grounds enhanced by a range of ECO projects.

The school has an active Parent Forum represented by the Parent Council, which meets to discuss matters affecting the life of the school, promoting partnership in learning between families and school. The 'Friends of Moncreiffe' (FrOM) group are exploring closer joint working on fundraising and increasing parental engagement with the Parent Council this year. FrOM works hard to provide social activities for the pupils, parents and the school community, for example, fayres, parties, parent social events and fundraise for the benefit of the school.

As a school community, we are committed to raising awareness of environmental issues and improving the school environment, promoting healthy lifestyles and encouraging active citizenship, building strong links with the local community. The school has achieved 2 Eco Green Flags, RHS School Gardening Level 1 award and accreditation as a Health Promoting School. In Pre-Covid times, every pupil was a member of a Pupil Council, for example, a Health Council, Citizenship Council or Eco Council, which met weekly to plan and promote a wide range of school improvement initiatives. We are creatively developing other leadership opportunities for pupils that meet with the new Covid regulations.

I hope that the years that your child spends at Moncreiffe Primary are some of the best years of their lives and that they leave Moncreiffe well equipped and skilled to continue with their lifelong learning.

Amanda McIntyre
Headteacher

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' schools produce handbooks covering the following two categories of information

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2019), further changes may have occurred since then.

Delineated Area

The local area, which forms the school catchment, includes the Moncreiffe and Upper Craigie area as follows:

Craigie Place	Glengarry Road
Craigie Road	Glenlochay Road
Craigie Knowes Avenue	Glenlyon Road
Craigie Knowes Road	
Craigie View	Glenogle Crescent
Edinburgh Road (even No's)	Glenshee Crescent
Evelyn Terrace	Glentilt Terrace
Garry Place	Glenturret Terrace
Glenalmond Terrace	Kinnaird Bank
Glenartney Terrace	Moncreiffe Terrace
Glenbruar Crescent	Moredun Square & Terrace
Glendevon Road	Quarry Road
Gleneagles Road	St Magdalene's Road
Gleearn Place	Squires Cottages
Gleearn Road	Verena Terrace
Glenfarg Terrace	Windsor Terrace

A map of the delineated catchment area is available for your reference from the school office

Anyone living outwith the immediate area but wishing their child/children to attend Moncreiffe Primary School should apply for admission by making a 'Placing Request' to the Administration Officer, Schools Division at the Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD

Contact Details

- **Address:**
Moncreiffe Primary School
Gleneagles Road
Perth
PH2 0AW
- **Tel :** 01738 472333
- **Website:** www.moncreiffeprimary.org.uk
- **Email address:** moncreiffe@pkc.gov.uk
- **Sessions:** The school offers nursery sessions for children aged 3 years onwards from 09:00 to 15:00 each day. There are 7 Primary classes, P1-P7.
- **School Roll :** Primary School 183
- **Denomination status:** The school is non-denominational
- **Staffing :**
Headteacher: Mrs Amanda McIntyre
The full staff list can be found as an appendix (App1)

The School hours:

Primarys 1 - 3	09.00am - 12.15pm	13.15 pm - 15.15pm
Primarys 4 – 7	09.00am - 12.30pm	13.30 pm - 15.15 pm

There is a short interval in the Primary morning session from 10.40am to 10.55 am

Parent Council

Contacts: Chair Person Mr Jamie Fry
 Secretary Mrs Lauren Elder

'Friends of Moncreiffe' – FrOM

Contact: Chairperson – Ms. Kerry Robb

Facebook Moncreiffe Primary School

Please see Moncreiffe school website for up to date Parent Council and FrOM membership, meeting dates and minutes

This section of the handbook will give you the basic information you require to understand the procedures and practices in our school. However, should you have any queries or concerns, please do not hesitate to contact your child's class teacher or the Headteacher. It is important that any query or concern regarding your child is addressed quickly through a meeting, telephone call or letter. We will always acknowledge your concerns and work together to arrange next steps in resolving any issues.

At Moncreiffe Primary School, we embrace the uniqueness of all our children by recognising their individual abilities and development needs. Their potential is realised through an active and relevant curriculum which also fosters a sense of respect and responsibility for themselves, their immediate environment and the world around them.

We recognise the importance of working in partnership between home and school and aim to find every opportunity to welcome parents into our school. We also aim to consult fully with the Parent Forum as a school and through the Parent Council and FrOM to gain valuable feedback to inform the school improvement process.

Moncreiffe Primary School aims to communicate with parents through a range of methods:

- Curriculum events and workshops
- School Assemblies and performances
- FrOM Social events
- Moncreiffe Primary School Website
- Phone calls, e-mail, text messaging and meetings
- Newsletters and letters about forthcoming school and class events
- Pupil Progress Reports
- Parent Contact evenings

Parents who are considering registering their children at Moncreiffe are very welcome to contact the school to arrange a visit beforehand and meet with the Headteacher. Registration forms can be collected from the school and should be returned to the school once completed. Your child's Birth Certificate, a current utility bill and your current Council Tax documentation should also be brought to school as proof of your child's home address as part of the registration process.

Complaints

As part of Perth & Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school the Council's **Complaints Procedure** is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

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>

Attendance

It is a legal requirement that parents ensure that their children attend school regularly and punctually.

If your child is unable to attend school, please contact us by telephone on the first day of the absence and give your child a note explaining the reason for the absence on their return to school.

It is particularly important that you contact the school if your child has been at home for their lunch and are then unable to return to school in the afternoon. This saves us a great deal of worry if we know promptly that there is a reason for their afternoon absence.

We would urge parents to avoid absences due to holidays in term times.

School Ethos

Moncreiffe's Vision, Values and Aims

Our vision is of an active, safe and nurturing school that provides the highest quality education to ensure our young learners become:

- Confident Individuals
- Effective Contributors
- Successful Learners
- Responsible Citizens

Throughout all that we do to attain and achieve, we are mindful of our Scottish values. Wisdom, compassion, integrity and justice are the foundations of our aims to create an inclusive school community where all members thrive and fulfil their potential and are respected for their contributions. All pupils are given the opportunity of shared experiences regardless of gender, disability, religion or race.

Moncreiffe Primary aims to:

- Continually evaluate, develop and deliver a Curriculum for Excellence which our young people recognise as being relevant to their future life, work and lifelong learning.
- Develop learning experiences which motivate and fully engage our young people in the learning process.
- Ensure the learning outcomes of our curriculum realise our children's learning and social potential which will enable them to actively participate as responsible citizens within their local, national and global communities.

Special Awards & Trophies

The Margo Lennie Shield and Kathleen Alexander Trophy - These are awarded at the End of Session Service to the two Primary Seven pupils who have contributed the most to the school during the course of the year.

The David Cummings Quaich and Rosebowl - These awards were donated to the school by Mrs Alison Cummings (a former teacher of the school), in memory of her late husband, David. These are awarded to the two Primary 3 pupils who have contributed much in their early years to the life of the school.

The Ian Melville Memorial Cups - The School Board purchased two cups in memory of our well-loved late janitor, Ian Melville. They are presented to a girl and boy from Primary Five who have shown great citizenship.

The Rungay Cup – This is awarded to the Primary One pupil who has shown they are growing in confidence.

The Shahid Khan ‘Helping Hands’ Memorial Cup - Shahid was a former pupil who was tragically killed in 2003. His family donated this trophy which is awarded to the Primary Seven pupil who has been of greatest assistance to staff and pupils during their career at Moncreiffe

Sports Trophies - W Oliphant Cups – In addition to the above 'citizenship' trophies, we also award a silver cup to a P7 girl and boy for their efforts on the sporting front. The winners are chosen according to several criteria, which include effort and sportsmanship shown towards opponents.

Christina Banach Trophies - These were given to the school by our first Headteacher and they are presented to two Primary Six pupils in recognition of progress and ability in Writing.

Partnerships

We recognise the valuable contribution the school community can have to the development of our young learners as active responsible citizens. We work closely with members of our local community who enhance our children’s learning with their personal experiences and knowledge. Our children also participate in a wide range of community and sporting activities each year, for example:

- Cross country, football, swimming, tennis and orienteering
- Expressive arts events and performances
- Helping in the Community, for example, singing at the local nursing home.

Extra-Curricular activities are an important feature at our school. Each year a number of pupil chosen, staff, parent or Active Schools supported activities are organised at the end of the school day to further encourage an active lifestyle or hobby amongst our young learners.

After school activities change from term to term and are based around pupil interest and parental/community skills. A ‘have a go’ ethos is very much a part of our school philosophy.

The School’s Role in the Community

The school has very good links with various local organisations to support learning, for example, PKC Museum, library, Gannochy Trust, Active Schools Co-ordinator and local business. Other links with local organisations are developed through South Perth Partnership events.

Moncreiffe’s curriculum is designed around Curriculum for Excellence. This curriculum is the totality of experiences which are planned for and experienced by all children within four key areas of learning.

- **Ethos and life of the school as a community**
- **Curriculum areas and subjects**
- **Interdisciplinary learning**
- **Opportunities for personal achievement**

We recognise that our curriculum must encourage children to contribute to the life and work of the school and community and exercise their responsibilities. This means giving all children opportunities to participate responsibly in decision making, to contribute as leaders and role models, offer support to others and play an active part in putting the values of our school community into practice.

Careful planning with children means that we can provide relevant, challenging, active and enjoyable learning experiences in stimulating contexts that will bring children of different ages, with similar interests together.

Through collective responsibility children undertake reviews of specific issues, agree upon action to be taken and delegate different activities within their group to ensure they successfully make a difference to their school and local environment. A spirit of teamwork and everyone having an important role to play is fostered within each group.

We aim to actively develop and promote a positive learning environment where all our young learners feel safe, secure and protected. Pupils and staff work collectively to maintain and enhance the school ethos through a number of ongoing Personal and Social Development programmes.

At the start of the new session, children and teachers agree upon their responsibilities within their classroom and across the school. These responsibilities continue to be developed and are based upon the children's understanding of the rights within the United Nations Convention of the Rights of the Child.

To ensure that our pupils recognize the roles and the responsibilities they have in ensuring a positive learning environment for all, each child belongs to a House Group.

Our house system, which is led by our pupils, provides additional peer group support and pastoral care to their younger colleagues. As a member of the House Group, our pupils develop a sense of identity and belonging which enhances self-esteem, self-awareness and a pride in their House Group achievements.

Moncreiffe's House Groups are:-

- Dragons
- Wizards
- Knights
- Jesters

Further examples of learning and teaching approaches which foster a positive, whole school ethos at Moncreiffe Primary School are:

Restorative Approaches

We also use restorative practices where negative behaviours are fully investigated, discouraged and changed for the better through a fair and systematic way. The focus of Restorative Approaches is to aim for conflict resolution through 'repairing harm done to relationships and people', over and above the need for assigning blame and dispensing punishment. The Bounce Back programme which helps create positive supportive and resilient classrooms and provides resources to enable staff to help their pupils develop resilient attitudes and behaviour.

Parental Involvement

Be at the heart of your child's learning.



Children do better when families support their learning.

There are many different ways parents can get involved, both at home and in school – from reading together, spending time talking and listening and finding out about their child's day.

Parental involvement makes a world of difference to each child. The Parentzone website at Educational Scotland is a very useful source for practical advice and ideas.

“When parents are involved in the life of the school, and the education of their child, children and young people do better and achieve more.”

The Parent Council and FrOM ensures that all parents have a say in their children's education and are able to express their views and wishes. Your Parent Council meets frequently throughout the school year to discuss current school developments and events with the Headteacher. Members of the Parent Council share ideas, skills, knowledge and opinions of ways in which parents can work in partnership with the school to continually improve the learning experiences of their children.

To ensure the Parent Council has a clear perspective of parental views across the whole school, we aim to have a parent representative for **each class** on the Council. Representatives attend evening meetings, sharing parental views about current school developments and contributing ideas to the School Improvement Plan for next session.

Moncreiffe Parent Council and FrOM have a key role to play in supporting the school in raising standards for every child by working in partnership with the school staff to:

- share information regarding new developments in the curriculum
- organise workshop events to demonstrate how children learn best
- carry out surveys to determine parental views and opinions
- detail how parents can become more involved in the life of Moncreiffe Primary School
- organise events to involve parents and support Moncreiffe's continual improvement and development.

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

Primary One

Beginning of the new academic year.

PKC Education and Children's Services have successfully worked 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.

In 2020, all 3-5 year olds and eligible 2 year olds have access to 1140 hours of fully funded ELC. This means that in PKC most children will experience early learning and childcare in a funded provider 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.

Transitions

"Young people should experience continuous progression in their learning from 3 -18 within a single curricular framework. Each stage should build upon earlier knowledge and achievements"

Building the Curriculum. Active Learning in the Early Years. Scottish Government 2007.

The curriculum is the totality of experiences which are planned for children and young people through their education both inside and outside the classroom.

It should provide all pupils with:

- challenge and enjoyment
- breadth
- progression (by ensuring that experiences build effectively on prior learning and achievement)
- depth (through developing more advanced levels of understanding as pupils progress from stage to stage)
- personalisation and choice
- coherence (through effective links in establishments at key points of transitions)
- relevance (to previous learning experience)

Curriculum for Excellence, 7 Principles of Curriculum Design, Scottish Executive, 2004

"An effective transition should guarantee continuity and progression in children's learning. School staff, parents, all professionals and support agencies need to work together to ensure this"

HGIOS Ensuring Effective Transitions HM Inspectorate of Education 2006

Periods of transition should be positive and formative experiences. How transition is handled is of vital importance if we are to make children's experiences the best they can be. To ensure that children's learning is continuous, it is important that staff and parents share their knowledge of each child, developing a mutual respect for the contribution each can bring.

At Moncreiffe, each child needs to feel safe and confident in their surroundings in order to develop their full potential and gain maximum benefits from their experiences. We build upon strategies developed at all stages of Moncreiffe Primary School, to ensure that previous learning is valued, assessed, reported on and reflected in curriculum planning. A transition shouldn't be a sudden change – it should be a flow from one situation to another.

Special consideration is given to the transitions at these times: home to school settings, nursery to school, class to class, teacher to teacher, primary to secondary.

“Partnership and collaboration are essential if we are to achieve the all-round development of the personality, talents, mental and physical abilities of each child and young person to their fullest potential”

HGIOS Ensuring Effective Transition HM Inspectorate of Education 2006

Moncreiffe Primary School aims to:

- build positive relationships
- communicate closely with pupils, parents and other schools/centres
- follow the procedures of transition set out in the school’s policy
- support children to promote independence and resilience
- work towards the four capacities of Curriculum for Excellence to give children skills for learning, skills for life and skills for work’
- ensure that previous learning is valued and built upon
- create an ethos which aims to provide a secure and caring environment

“To enable continuity, it is important for staff in the pre-school and primary settings to adopt a joint, collaborative approach to organising learning and to evaluate to ensure continuity and progression”

Building the Curriculum. Active Learning in the Early Years. Scottish Government 2007

Parents are encouraged to:

- build positive relationships and communicate effectively with school and staff
- promote independence and resilience within children
- support their child’s transition, asking questions or requesting support if required
- establish good habits of attendance, punctuality and homework routines

Pupils are encouraged to:

- build upon prior learning
- learn and follow new routines and become independent
- use transferable skills which promote successful learners, confident individuals, responsible citizens and effective contributors
- ask if they need help
- enjoy their new experiences and achievements

Children with Specific Additional Support Needs are part of an enhanced transition process. This will be structured according to the individual needs of the child as outlined in Local Authority guidance and current legislation.

Transition Arrangements at Moncreiffe

Entry into Nursery and Primary 1

Activities	Purpose
<ul style="list-style-type: none"> • Nursery & P1 Class visits – May / June • Visits throughout the year 	<ul style="list-style-type: none"> • Familiarisation; continuity and progression; confidence building; partnership building; positive experience; allay fears and worries; sharing

	information of child and building on this knowledge
<ul style="list-style-type: none"> • P1 Parent Information - June 	<ul style="list-style-type: none"> • Starting Nursery/School Pack issued

Transfer from P7 to S1 (Most pupils go to Perth High School - PHS)

Activities	Purpose
<ul style="list-style-type: none"> • PHS meeting for parents – Sept 	<ul style="list-style-type: none"> • PHS invite all P7 parents of feeder primaries to an evening meeting at PHS – information sharing led by PHS Headteacher and staff
<ul style="list-style-type: none"> • ASN transition meetings 	<ul style="list-style-type: none"> • Meetings held at Moncreiffe with staff, parents and agencies to formulate transition action plans for pupils e.g. Family link worker support or additional visits to PHS.
<ul style="list-style-type: none"> • Active Schools – interschool events, throughout the year 	<ul style="list-style-type: none"> • Sporting events planned and attended that enable P7 pupils to interact with other P7 pupils who will be going to PHS
<ul style="list-style-type: none"> • PHS staff visit P7 class 	<ul style="list-style-type: none"> • Information sharing question / answer session for pupils
<ul style="list-style-type: none"> • PHS staff meets with HT and P7 class teacher 	<ul style="list-style-type: none"> • Transfer of information on every pupil – covers cognitive, social, emotional, physical, expressive, ASN and any Child Protection concerns
<ul style="list-style-type: none"> • Transition Day at Bell's Sports Centre 	<ul style="list-style-type: none"> • Organised by Authority – joint activities involving all pupils who will be transferring to PHS working together
<ul style="list-style-type: none"> • 2 Days at PHS – June 	<ul style="list-style-type: none"> • P7s attend PHS for 2 full days – to aid smooth transition

This includes a new information brochure: *“Broad General Education in the Secondary School – A Guide for Parents and Carers”*

Perth High School
Oakbank Road
Perth
PH1 1HD

Tel: 01738 628271
Fax: 01738 630938

Email: PerthHigh@pkc.gov.uk

Website: www.perthhigh.co.uk

The Curriculum

Moncreiffe Primary School ensures that the curriculum it delivers is relevant to the acquisition of knowledge and understanding, skills for life, work and lifelong learning which are essential within a rapidly changing global society.

The learning and teaching policies and guidelines which support the development of our curriculum are written and implemented in accordance with the principles of Curriculum for Excellence.

The learning and teaching experiences we deliver at Moncreiffe Primary offer opportunities for personalisation and choice through a wide variety of experiential activities which are highly structured to ensure pace and challenge for all learners. Lesson planning is detailed and takes cognizance of continuity, coherence and progression of knowledge and understanding across curricular areas and ensures our young learners develop a firm grasp of core skills in literacy, numeracy, health and well-being.

The subject areas of the Curriculum for Excellence are as follows:-

- Languages (including Modern Languages)
- Mathematics
- Health and Wellbeing
- Sciences
- Expressive Arts
- Social Subjects
- Religious and Moral Education
- Technologies

Within each subject area, clearly defined 'Experiences and Outcomes' are detailed across the four stages of a young learner's 3 – 18 education:-

- Early Level (Nursery – Primary One)
- First Level (Primary Two – Four)
- Second Level (Primary Five – Seven)
- Third Level (S1 – S3)

The title 'Experiences' refers to the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. The 'Outcome' represents what is to be achieved.

Using Curriculum for Excellence 'Experiences and Outcomes' our teachers make professional judgements about what and how they teach. This encourages creative approaches to learning and teaching and enhances collaboration and co-operation across all stages to curriculum development.

Further information about each curricular area can be accessed by visiting the Education Scotland website:

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence#>

Responsibility for All

In accordance with the principals of Curriculum for Excellence, all staff within the school have the responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Well-being.

a) Literacy and English

Literacy is concerned with the development of skills relating to Listening and Talking, Reading and Writing. These skills are essential for learning in all aspects of life and recognition of their importance is evident throughout all curriculum developments in our school.

Through core literacy activities and literacy intrinsically linked to other areas of the curriculum, our young learners develop their ability to:

- communicate, collaborate and build relationships
- work independently and with others to enhance, reflect upon and demonstrate their literacy and thinking skills
- engage with and create a wide range of texts
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language
- extend and enrich their vocabulary

b) Mathematics

Mathematics is important in our everyday life. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Through core mathematic activities, which enhance our young learner's ability to work with numbers, money, units of measure, shape, position and statistical information they develop their ability to:-

- understand the principles and processes of mathematics and apply these in different contexts including the world of work
- understand the impact of mathematics on our society past and present and its potential for the future
- interpret numerical information appropriately
- understand that successful independent living requires financial awareness and effective money management
- apply skills and understanding creatively and logically to solve problems within a variety of contexts

c) Health and Wellbeing

Learning in Health and Wellbeing ensures that our young learners develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Working in partnership with a number of external agencies we create opportunities whereby our young learners will:

- meet challenges confidently, manage change effectively and successfully build positive relationships
- experience personal achievement
- build resilience to aid confidence
- understand and develop physical, mental and spiritual well-being and social skills
- understand the impact diet, level of activity, chosen behaviour and relationships have on their physical and mental well-being
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults have a responsibility to look after them, listen to their concerns and involve others if necessary
- reflect upon their strengths and skills to help them make choices
- respect diversity and take responsibility to challenge discrimination

In response to Scottish Government recommendations our pupils receive two hours of Physical Education each week.

Spiritual, Moral, Social and Cultural Values

a) Development of Pupils Values

In our school, we are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This is achieved through our religious and moral education, personal and social development programmes as well as whole school activities and celebrations. These are undertaken in partnership with parents and take account of the individual needs of pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school, that all who are involved in the life of the school, have the right to be respected as individuals and also carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Local Authority Policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and ability.

The Equal Opportunities Officer is Mrs Amanda McIntyre, Headteacher.

b) Religious Observance

Scotland is a society with a longstanding Christian tradition. We can expect Scotland to become increasingly diverse in the range of faith and belief traditions represented. Religious observance in schools in Perth and Kinross needs to be developed in a way which reflects and understands this diversity. It should be sensitive to our traditions and origins and should seek to reflect these, but it must equally be sensitive to individual needs and beliefs, whether these come from a faith or non-faith perspective.

Religious observance should be an inclusive, valuable and meaningful educational experience for all children and young people, at all stages of primary and secondary school. It should build on Scotland's strong Christian traditions without compromising them and promote the understanding and acceptance of other faiths and beliefs.

Assessment & Reporting

Assessment is an integral part of the learning and teaching process and our teachers use a variety of assessment strategies to ensure their young learners make continual progress in attainment and achievement throughout each stage of their primary school years.

Types of assessment undertaken:-

- **Formative Assessment** – Ongoing assessment is carried out by the class teacher in collaboration with pupils. Through observations, discussions, evaluations of daily activities, peer and self-assessments, feedback sessions, formative assessment strategies assist each of our children to understand where they are in the learning process, what progress they should aim for and how they should make that progress. This is referred to as Assessment for Learning.

- Summative Assessment – There will be occasions that we more formally assess our young learners as a means to ascertaining progress after a key piece of learning or towards the end of a Curriculum for Excellence Level. The results of this Summative Assessment will inform the school of pupil progress at specific times of the school year and also give the school information regarding the effectiveness of our learning and teaching strategies to enable us to identify future developments.
- Diagnostic Assessment – Teachers use diagnostic assessment to support and confirm their own professional judgement regarding a pupil's aptitude.

Along with other assessment materials our school uses a range of resources which provide a shared understanding of standards and expectations nationally of pupil progress within Curriculum for Excellence.

Reporting

At the start of each teaching block, the class teacher will send home a 'Learning Tree' to parents, which details forthcoming learning developments for each curricular area. We also have Parent Evenings twice a year. They take place in November and March when parents are invited to school to discuss their child's attainment and achievement to date. End of session Pupil Reports are sent home in May/June. These indicate a child's strengths and development needs within each curricular area.

Pupil Reports aim to:

- provide clear, positive and constructive feedback about learning and progress, looking back on what has been achieved against standards and expectations
- create an agenda for discussions between learners and those teaching and supporting them about their next steps in learning

Parents, however, are welcome into school at any time to discuss areas of concern or to discuss how they may support their child's learning progress.

Support for Pupils

Pupils at Moncreiffe are primarily supported in their learning by their class teacher who plans and delivers differentiated programmes of study to ensure activities and tasks recognise where each child is on their 'continuum of learning' and their preferred learning style. Each teacher works collaboratively with other members of staff who work together to support the learning being undertaken.

When a child is identified as requiring specific curricular or social intervention to ensure future progress, parents are consulted immediately to establish a partnership approach to learning. Review meetings are held regularly to keep parents informed about their child's progress and to give parents an opportunity to make valuable contributions regarding their child's learning in and out of school.

Our Pupil Support Teacher currently visits for 1 day a week and in her consultative role, plans and reviews in partnership with the class teacher and support staff. She ensures appropriate resources are available to enable children to reach their individualised targets. The Pupil Support Teacher also works with individual pupils and with small groups, teaching and assessing their progress across the school. Nursery to Primary 7.

On occasions additional support may be provided by other agencies. i.e. Speech and Language Therapists, Occupational Therapists.

If you wish to discuss your child's learning needs, please contact the class teacher in the first

instance or the Headteacher as the key adult contact for an overall picture of pupil progress.

Mrs McIntyre, Headteacher, has responsibility for co-ordinating Additional Support Needs at Moncreiffe Primary School and can also be contacted for further information and advice.

In addition to the information shown overleaf, further information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –

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

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

School Handbooks must also contain information of the following organisations specified by Scottish Ministers 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: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

Moncreiffe Primary School
STANDARDS AND QUALITY REPORT
 2019-20

The purpose of this report is to share information on the impact that school improvement developments and implementation have had on pupils' learning and progress over this school year. It also has in the table below our self-evaluation grades for key Quality Indicators taken from "How Good is Our School 4?"

<i>Quality Indicator:</i>	<i>Evaluation:</i>
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring wellbeing, equity & inclusion	Good
3.2 Raising Attainment and Achievement	Good

These Performance Information evaluations are based on the on-going self-evaluation processes of the school. There has also been a focus upon the following National Improvement Framework priorities of teacher professionalism, school improvement and assessment of children's progress as a part of school improvement priorities this session.

Moncreiffe Primary School has good capacity for continuous improvement. This can be further improved through effective partnership working across the school community as we aim for excellence and equity for all learners.

Mrs Fiona Carruthers (Headteacher)
June 2020

ATTENDANCE, ATTAINMENT & ACHIEVEMENT

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our high-quality curriculum for pupils from Nursery to P7. Our curriculum allows all our pupils to develop as successful learners, confident individuals, effective contributors and responsible citizens. Teachers effectively assess pupil progress in a variety of ways and use information to plan next steps in learning. Pupil progress is tracked through Curriculum for Excellence Levels: Early Level spans Nursery and P1, P2 - P4 covers First Level and P5 - P7 Second Level. Attainment data for each pupil is recorded in Literacy (Listening & Talking, Reading and Writing) and Numeracy. We have a tracking and predication system helping to predict attainment in Literacy and Numeracy for all pupils.

Within this report, progress towards achieving expected National Levels in Literacy and Numeracy are reported on for only P1, P4 and P7 as per National guidance. Progress is reported upon the predicted levels of achievement prior to COVID-19 school closure.

Analysis of our data, which has been recorded up until 20th March 2020, indicates the following:

In Primary 1, most children (74%) are on track to achieve Early Level in Literacy (listening, talking, reading and writing). Most children (81%) are also on track to achieve early Level in Numeracy.

In Primary 4, most children (80%) are on track to achieve First Level in Literacy and also most (80%) are on track to achieve in Numeracy.

In Primary 7, most children (82%) on track to achieve Second Level in Literacy and again most children (78%) are on track to achieve in Numeracy.

LEARNING

Pupil focus groups have evidenced that pupil voice and input in the planning of learning, in each class, has had a positive impact upon motivation and engagement. This is very evident in interdisciplinary learning. Learner conversations help pupils to understand progress and work towards next steps in learning.

Seesaw, an online profiling tool, has continued to be developed as a way of sharing learning between home and school with whole class and individual learning activities being available for parental access across all classes, nursery to P7. This has meant that the majority of pupils can articulate their shared learning at home which then positively impacts on their self-image as a learner. This has been of key importance during the lockdown period as a means of facilitating a home-school learning approach alongside Google Classroom, with Seesaw being particularly relevant in the Early Years of Nursery, P1, P2 and P3.

The continued development of growth mindset approaches, alongside explicit learning and teaching in all classes, has helped to provide a range of strategies for pupils to use to develop resilience and self-help skills when faced with challenges or setbacks.

Relationships across the school community are very positive and supportive, founded upon a climate of mutual respect, within a strong sense of school community. This was developed alongside a whole school approach to how to behave in class and around the school. Staff and pupils worked together to devise the Whole Green Week approach and shared this with parents/ carers. This was very positively received by the parent body.

Moncreiffe Values continue to be referred to during assembly and in classrooms and also when there is a behavioural need as a part of restorative conversations between pupils and staff.

The average pupil attendance rate up to Friday 20th March 20 is 94.48 %

LEADERSHIP

The Head Teacher and the Principal Teacher continue to support and lead the professional development of all members of staff, through a rigorous Professional Development Process, regular meetings to discuss planning, tracking and moderation, and a clear approach to individual and whole-school self-evaluation.

All Moncreiffe staff are encouraged and empowered to bring about improvements to the life and ethos of the school and to the quality of learning and teaching in all of our classes as an integral part of teacher professionalism. Staff have individual areas of leadership agreed as a part of the annual Employee Review and Development process. This was making good progress however has been overtaken by the COVID-19 school closure and is an area for continued development for school session 20 – 21.


Pupils are given many opportunities to lead and to work in teams at all stages and also in mixed age groupings, for example, the Early Years Councils. Most pupils report that they enjoy such opportunities and there are leadership opportunities within each class.

Overall, our learners are successful, confident, exercise responsibility and contribute well to the life of the school.

Moncreiffe school staff also work effectively with the Moncreiffe Parent Council and the Friends of Moncreiffe parent group to discuss school priorities and plan events which contribute highly to the life and ethos of the school. This is very much appreciated by all pupils and staff.


*Next session **our initial priority** for development will be to ensure a planned recovery approach successfully takes place from August 2020 to enable a blended approach to home and school learning for all Moncreiffe pupils.*

Staff, pupils and parents have provided information that has contributed to the production of this report.



Our Values

1. Be considerate, kind and respectful in all your actions
2. Treat others the way you want to be treated
3. Take responsibility for yourself, others and belongings
4. Commit to trying your best in everything you do
5. Be truthful to yourself and others
6. Be someone others can trust and count on
7. Do what's right regardless of who's around
8. Learn and play in a happy way each day



School Policies & Practical Information

Organisation of the School Day

School begins	9:00 am
Morning interval begins	10:40 am
Morning interval ends	10.55 am
Lunch break begins P1 – P3	12:15 pm
Lunch break ends	1:15 pm
Lunch break begins P4- P7	12.30 pm
Lunch break ends	1.30 pm
School day ends	3:15 pm

School Uniform

At Moncreiffe Primary School we encourage our children to wear school uniform as we believe it demonstrates school identity and a sense of pride in all that we do and achieve, either in school, or when we are out and about taking part in local and National events.

The school uniform is: -

Boys: Grey / Black Trousers, Yellow Polo Shirt/White Shirt & Tie & School Sweatshirt

Girls: Black Skirt / Black Trousers or Pinafore, Yellow Polo Shirt/ White Shirt & Tie & School Sweatshirt

School sweatshirts and polo shirts can be purchased online from www.beschoolwear.co.uk

To ensure personal safety in PE lessons, children should be appropriately dressed. We request all children wear the following items at PE which can then be worn to identify them as Moncreiffe pupils should they participate in local and National events.

- Indoor: Black shorts, plain white T-shirt and soft shoes.
- Outdoor during colder weather: Black track suit bottoms, plain white T-shirt, cosy jersey, outdoor trainers.
- Each child should keep their PE clothes in a drawstring bags which they can hang on their coat peg for ease of access when it is PE time.

For art and craft work, which can often be messy, we recommend that all pupils keep an old shirt in school which they can then put on to protect their school uniform.

All items of clothing should be clearly marked with each pupil's name

As classroom areas are carpeted all children must change into indoor shoes when entering the class, which could perhaps be a pair of trainers or another pair of shoes. This helps us keep the floor areas clean for children to sit on and to use as an additional work space for larger pieces of work.

We discourage our pupils from wearing jewellery, particularly necklaces, bracelets and hoop earrings. This is primarily for health and safety reasons, but also to avoid loss, breakage and upset.

Lunch time Arrangements

Morning interval and Lunch breaks are supervised by the Support Staff.

Only children who register for home lunches may leave the school at lunchtime. Those taking school meals or packed lunches must stay within the school grounds under our supervision.

Wet Weather procedures

If the weather is very wet and stormy at break times the children remain in school and our 'wet weather' plan falls into action. Primary Seven monitors have duties in P1 to P3 classes playing with the children and assisting the supervisory staff.

Homework

In our school we recognise the importance of homework as a tool to encourage our young learners to develop the confidence and self-discipline to work on their own, an essential skill for adult life. Homework activities are planned across the school to consolidate and reinforce literacy and numeracy skills, to extend learning undertaken in the classroom and to encourage independent research. Homework tasks are set on a weekly basis and generally do not exceed 15 – 30mins each evening

Health Care

There are occasional visits from the School Dentist and the School Nurse, Parents whose children are being examined by the School Nurse or Dentist are notified by the Health Service via the school. The results of the Dentist's visits are conveyed to parents, who are then expected to take the appropriate action if so advised.

If your child becomes ill at school or has an accident, the school will notify you at once by telephone. If it is considered that emergency treatment is required, your child will be taken straight to Perth Royal Infirmary while you are being contacted and you will be asked to go to the Infirmary to take responsibility for your child's treatment.

If parents are not available, the child's emergency contact will be contacted. Please note that if an X-ray is needed the Infirmary have informed us that they require the permission of a relative.

Emergency Contacts

There may be occasions when it is imperative that the school contact you, for instance if your child is unwell or has sustained an injury. We require the name and telephone number/s of a contact person who would be available to collect your child from school. Annual Data Check forms are issued to all parents in August/September. It is important that you check your details and we are informed of any amendments. i.e. change of address, mobile telephone number or emergency contact person. This form should be returned to school as soon as possible to enable us to keep our records up to date.

Arrangements for Emergency Closures

If early closure is planned e.g. end of session, notice will be given by letter and/or newsletter. Both planned and unplanned closures are rare. If an occasion arises where pupils require to be sent home, pupils must be collected from school by a parent or their nominated adult after a telephone discussion has taken place. If we are unable to get in touch with a parent or emergency contact, pupils will stay in school with staff until contact is made.

Early Closure: e.g. Severe Weather Conditions – Heavy Snow

Should there be severe weather prior to the start of the school day please note information regarding emergency closures due to snow or flooding will be available from the following sources.

Service	Contact Details	When Used	Other Comments
Radio Tay Am	Not applicable	All Instances	Frequency AM 1584 and 116
Radio Tay FM	Not applicable	All Instances	FM 96.4 and 102.8
PKC Customer Service Centre – Number for Parents	01738 475000 (calls charged at local rate)	All Instances	Available from 07:00 hours to 18:00 hours.
PKC website	www.pkc.gov.uk	All Instances	Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk and go into the link 'Information for you' listed at the bottom of the page, and then into the link 'school closures'.
PKC Twitter and Facebook	www.pkc.gov.uk/socialmedia	All Instances	
Radio Heartland	Not applicable	Widespread conditions	FM 97.5, 106.6 Used if schools closed are within an area known not to receive Radio Tay signal
Radio Central	Not applicable	Widespread conditions	FM 103.1 Used if schools closed are within an area known not to receive Radio Tay signal

First Aid

Medication can be administered for long term or short-term illnesses by school staff. Medication will only be administered with parental authorisation. Parents must complete a form, available from the Office, saying what medicines are to be given and for how long. The medicines must be in a container with the child's name, class, dosage clearly marked on the outside. Children should keep their own inhalers (named) in their tray or schoolbag within their classroom.

We have several staff trained in First Aid procedures. Should your child require first aid during the school day your child will have a note home explaining any incident that required them to have first aid. For younger children, we will also telephone to inform parents directly or inform parent/carer on collection from school.

Instrumental Tuition

Weekly tuition in violin may be available for those who show aptitude and commitment. Parents should complete an IT1 form, which is available online from the Education and Children's Services, if they would like their child to be considered for tuition. Places are allocated to pupils on the basis of an interview and an assessment of musical interest and aptitude.

Name of Child Protection Officer

Schools are required to report if they think that a child has come to harm as a consequence of possible abuse. A member of staff in each school is designated to be responsible for Child Protection matters and has received specific training which is regularly updated.

In our school the designated Child Protection Officers are **Mrs Amanda McIntyre (HT)** and **Mrs Nicola Murray (PT)**

Should you wish to talk further about Child Protection, or the safety of children please do not hesitate to contact the Headteacher or Mrs Murray. They also deliver training sessions to the whole school staff on In-Service Training Days and collegiate sessions throughout the school year.

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

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.

Appendix 1

School Staffing

Head Teacher:	Mrs Amanda McIntyre
Class Teachers:	
Primary 1	Miss Kerry Taylor
Primary 2	Mr Sean Dowling
Primary 3	Mrs Nicola Murray (PT)/Miss Mhairi Donald
Primary 4	Mr Michael Robb/Mrs Sarah Braithwaite
Primary 5	Mrs Jillian Stewart
Primary 6	Mrs Sally Keir/Mrs Lorna Curran
Primary 7	Miss Kirsty Livingstone
Additional Support Needs Teacher	Mrs Joan Williams
Reducing Class Contact Hours Teacher	Mrs Val Pretorius
Drama Specialist	Mrs Noeleen Ogg
Violin Tuition	Mrs Lorna McGovern
Secretary	Mrs Jackie Coady
Early Year Childhood Practitioners (ECP)	Mrs Fiona Ferguson (job share) Mrs Kerry Devlin (job-share) Mrs Julie High Miss Lauren Barr
Play Assistant in Nursery	Mrs Lynne MacKenzie
Pupil Support Assistant	Ms. Donna Stephen Mrs Laura Gillespie (Supply)
Classroom Assistant	Mrs Gillian Harris
Lunch Time Supervisor	Mrs Andreea Filipoaia
Kitchen:	
Cleaners	Mr Liam Gibson Ms Fiona Sword Miss L Leishman Mr Paul Melville

School Crossing Patrollers: Ms Karen Soreide

The Authority...which governs the school is Perth & Kinross Council. The address is:

Director of Education and Children's Services
Education and Children's Services
35 Kinnoull Street
Perth
PH1 5GD

For information on term and holiday dates, please use the link below to the Perth and Kinross website:

<https://www.pkc.gov.uk/article/21552/School-term-and-holiday-dates-2021-2022->