

# Murthly Primary School



## School Handbook Academic Session 2021-2022



## School information

The School Handbook is legally required to contain some information, and this is marked in **bold**. Those areas which are not marked are Perth and Kinross Council recommendations only.

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## 1. Introduction

Welcome to Murthly Primary School. Murthly Primary is approximately 130 years old. The classrooms are all on one level and the school has a lovely playground with grass pitch which has been developed over recent years to include a trim trail. Murthly Primary has a nursery class and three primary classes. We have a hall that is used as a lunch/assembly/PE hall, a small Library room and a small breakout space that can be used for teaching smaller groups. Children experience the full range of the curriculum and are encouraged to develop their individual talents in a supportive, rural environment.

Parents are welcome to visit the school, and by arrangement, can speak to the Head Teacher about their children's education and well-being. We encourage parents to become involved with the life and work of the school through twice yearly contact evenings, open afternoons, drama productions and on many other occasions.

The positive partnership that exists between parents and teachers is greatly assisted by our active Parent Council which represents all of our parents (the Parent Forum).

The school produces a Standards and Quality report at the end of each school year as well as an annual School Improvement Plan. Both of which are available on our school website or by request from the school office. Collectively these documents highlight the successes of the past school year and our plans for moving forward.

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

## 2. Delineated Area

The school serves the village of Murthly and an area outwith the village. A map is available for inspection within the school that clearly marks this area.

Parents living outwith the designated area who wish to enrol their children in the school, must complete a placing request form and submit it to the Education & Children's Services, Pullar House, PERTH, PH1 5GD.

## 3. Contact Details

**Name:** Murthly Primary School

**Headteacher:** Mrs Fiona Campbell (Acting)

**Address:** Murthly Primary School, Murthly, Perthshire, PH1 4HB

**Tel No:** 01738 454263

**Website:** [www.murthlyprimary.org.uk](http://www.murthlyprimary.org.uk)

**Email:** [murthly@pkc.gov.uk](mailto:murthly@pkc.gov.uk)

### Teaching Staff

Mrs Jennie Greenall	P1/2
Mr Iain Thomson	P3/4/5
Mr Andrew Sumpster	P6/7
Mrs Fiona Campbell	(RCCT & Probationer Mentor Cover)
Mr Marcus Shadbolt	(RCCT & Probationer Cover)
Vicky Ferguson	Peripatetic Nursery Teacher
Adreinne Erdelyi	Peripatetic Pupil Support Teacher

### Ancillary Staff

Mrs Karon Strachan	Secretary/Auxiliary
Mrs Debra Fothergill	Primary School Support Worker
Mrs Linda Byers	Pupil Support Assistant
Mrs Debbie Gowrie	Early Childcare Practitioner Nursery
Bryony Johnstone	Early Childcare Practitioner Nursery
Tracy Matheson	Play Assistant
Mr Steven Park	Facilities (Janitor)

**Roll:** currently 48 + 13 nursery pupils  
Stages covered: Nursery and Primaries 1 - 7 (5 - 12 years)  
Number of classes: 3 classes  
Status: Non-denominational State Primary School

The Executive Director (Education & Children's Services) is Miss Sheena Devlin. The Head of Education (Early Years, Primary & Secondary) is Mrs Sharon Johnston. The Service Manager (Primary) is Gillian Doogan. The Quality Improvement Officer for Murthly Primary School is Gillian Knox. They are based at:

Perth & Kinross Council  
Education and Children's Services  
2 High Street  
PERTH  
PH1 5PH  
Tel. No. (01738) 476200  
The Perth & Kinross Council web site is: [www.pkc.gov.uk](http://www.pkc.gov.uk)

### **Parent Council**

In Murthly Primary School our Parent Council is made up of interested parents and representatives of the school staff. The Parent Council meets regularly during the school year and supports the school at all school events and represents the views of parents.

Murthly Primary School Parent Council members are elected annually at the Parent Forum A.G.M. Office Bearers for session 2020-2021 are:

- Jenny Nicholson (Chair)
- Tanya Brown (Vice Chair)

Murthly Parent Council email: [MURParentCouncil@pkc.gov.uk](mailto:MURParentCouncil@pkc.gov.uk)  
Murthly Parent Council on Facebook

All parents and carers are members of the Parent Forum and are invited to attend Parent Council meetings and to vote at the A.G.M. of the Parent Council.

### **Parental Concerns**

If a parent has a concern about their child, he/she should contact the school office, by telephone, email or in person, to arrange an appointment to speak to relevant staff. This may be the class teacher or the Headteacher. A meeting will be held as soon as possible. Concerns are always taken seriously and are listened to. Staff will explain their views, where appropriate, children will give their views and together parents, staff and where appropriate, children will agree a positive way forward. Communication will be maintained until the concern is alleviated.

Any complaints received will be recorded and acknowledged and dealt with fairly in a sensitive manner. Every effort will be made to deal with your complaint as soon as possible. Any action taken will also be reported back to the complainant and a summary of the concern/query will be retained in the pupil records file. If the issue is not resolved to your satisfaction the complaint can be escalated to Perth and Kinross Council.

Murthly Primary School deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. Information on this is available on the Council's website as follows:

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

### **Attendance**

It is a legal requirement that parents ensure that their children attend school regularly and punctually. Persistent low attendance and slack time keeping are disruptive to the learning of the individual child and the class. It may also be an early warning of other difficulties for the child's family. All schools monitor pupil attendance carefully and will proceed with the Council's Attendance Procedures. Further information and advice for parents can be found here: <http://www.pkc.gov.uk/article/17427/Attendance>

All children should aim to arrive at school on time. Our school doors open to pupils at 9.00am. If a child is to be absent from school, parents should **telephone** the school on the first morning of the absence to explain the reason for non-attendance and the duration of absence. Where no explanation is received by **9.30 a.m.** school staff will telephone parents / emergency contacts to ascertain the reason for absence.

Explanations for absences can also be given by speaking to a member of staff or writing a letter explaining the reason for the absence. When no explanation at all is received then the absence is recorded as unauthorised. Where the school has serious concerns about attendance, **Attendance Management** procedures will commence (see link above).

Holidays taken in term time are classed as unauthorised absences. Plans to take such time off school should be put in writing to the Head Teacher. We urge parents to avoid absences due to holidays in term times and stress that absence from school can adversely impact on a child's learning and attainment. Please note homework is not given at times of absence.

### **Arrangements for a parent considering sending their child(ren) to the school**

When considering registering a child(ren) in our school, please contact the school to make an appointment with the Head Teacher. We are very pleased to welcome prospective parents to the school to discuss the curriculum, be shown round the building and meet the staff. If desired, registration can then take place. There is an induction meeting in June for new pupils to Primary One. Preschool children attending our Nursery have regular joint activities with Primary 1. Throughout May and June more formal induction visits are planned. We have a Nursery induction programme for new children/families to our nursery.

### **Communication with Parents**

Parents are welcomed in Murthly Primary as part of the team who provide the best possible learning opportunities for their children. Parents are involved helping in delivery of joint teaching activities such as cycle training and road safety, accompanying trips, giving talks, supporting extra-curricular clubs, being involved in working parties, completing audits and surveys, sharing ideas, suggestions and concerns with us.

Parents are kept informed about the life, work and calendar of the school through our regularly updated School Website, monthly newsletters and emails sent out by the School Office. We do rely on parents accessing this "electronic" information regularly as written reminders are not issued by the school. Parents are asked to provide their email address/es on registration and should notify the school if this changes.

Parent Contact appointments are organised in the autumn and spring terms each year. This is an opportunity for you to have a 10-minute appointment with your child's class teacher to talk about your child's progress. In the final term of each school session you will also receive a written report on your child's progress from the class teacher.

On a weekly basis your child will receive homework. At times your child will also bring work home for you to look at. We host curricular workshop sessions for Parents/Carers over the course of a school year. We are always open to suggestions on other ways in which we can help communicate with parents/carers to support their child's learning.

We do contact home whenever there is a concern or information that we need to share. This can be by phone, e-mail or letter. It is important that we have up to date contact details at all times. Children learn best when there is an "open" flow of communication between home and school and so we are more than happy to meet with parents if and when necessary to exchange relevant information with staff working with your child.

## **4. School Ethos**

Murthly Primary is an inclusive school where everyone is valued as part of the Murthly team and the community. Embedded in the school ethos are Eco schools, Health Promoting schools and Rights Respecting Schools values.

## **School Vision:**

**To create a school which is Happy, Healthy, Hardworking and Harmonious by:**

- Providing quality learning and teaching experiences within a flexible, stimulating and engaging curriculum which challenges all children.
- Maintaining and developing a positive school ethos in which success is celebrated and which values and respects everyone's contribution.
- Recognising everyone as an individual with their own personal skills and abilities
- Developing effective partnerships between school, home and the community ensuring the best educational and social outcomes for all children.

## **School Values:**

- **Respecting ourselves:** by telling the truth, working hard, being responsible and being friendly.
- **Respecting others:** by being kind and helpful, being part of a team, accepting people are different and listening to the teacher.
- **Respecting our environment:** by keeping it litter free and tidy, and looking after our equipment.

## **Murthly School aims to work together to:**

- Provide a safe, secure and friendly environment where everyone's contribution is valued.
- Provide meaningful contexts for learning which encourage, and challenge children, developing a desire for learning, and raising standards of attainment.
- Support and meet the needs of all children in both their learning and personal and social development.
- Continue to develop the school through self- evaluation and quality assurance procedures.
- Provide opportunities to develop self-confidence, social skills and moral values.
- Maintain and extend a positive ethos within school and continue to develop partnerships with home and community.

In Murthly Primary we celebrate achievement through the school achievement wall, star of the week, at assemblies, ongoing classroom celebrations, personal project work, newsletters and learning logs.

## **Partnerships with the church**

Murthly Primary works closely with our local church in Caputh. The parish minister is our school chaplain. She leads assemblies monthly, visits classes and works in partnership with us to produce services at key Christian festivals.

## **School & Community Links**

The school strives to establish and sustain links with the local community. The school have developed links with local businesses and organisations, and we aim to forge closer ties for mutual benefit and further development of our Rights Respecting School and Eco status. The school have linked with 'Murthly in Bloom' and have started some joint ventures developing our ECO work. Occasionally the school will publish a variety of printed matter, which will be available through the school and local shop and restaurant. These may be newspapers, leaflets, posters and imaginative work created by the children. The school uses the village hall for school shows, fundraising events and assemblies. The community is encouraged to participate in school events, Parents Council fundraisers, school enterprise events, topic open afternoon/evenings and school shows. Parents and community members speak to the children about various interests and jobs linked to topic work and the world of work. The school is encouraging health promotion through village walks and outdoor learning supported by the Laird of Murthly. We also encourage the children to walk/cycle to school. Full details can be found in the second half of this booklet, section G.

## **Playgroup**

There is a playgroup held in the nursery every second Friday morning during term time between 9.00am and 11.00am, which promotes links with parents and supports transition for the children starting nursery.

## **Positive Behaviour**

At Murthly Primary a high standard of behaviour is expected from all children. We will always strive to stress the positive and give praise and rewards for work and behaviour when merited. This approach encourages children to take responsibility for their own behaviour.

The majority of our discipline problems are effectively dealt with by class teachers and / or promoted staff. As a Perth & Kinross School, we use **Restorative Approaches** when resolving conflict. Staff are trained in facilitating restorative conversations which allows children to work through any conflict to come to a common solution. It also provides valuable skills and strategies for children to use successfully when managing relationships and potential disagreements as they arise, without adult intervention.

Where unacceptable behaviour becomes a major concern, full cooperation with parents is essential to resolve issues that arise. Class teachers and the Headteacher will discuss concerns with parents and will seek advice if necessary, from other agencies to support positive outcomes. It may be necessary, in extreme situations where a child poses a continued health and safety risk to pupils and staff, that the Headteacher will exclude a pupil from school for a period of time to allow further planning and support to put in place. Perth & Kinross Exclusion Guidelines (February 2016) are followed in such circumstances:

<http://www.pkc.gov.uk/article/17425/Exclusion-of-pupils>

It is a fact that pupils are sometimes subjected to bullying behaviour during their school career. We wish to identify and deal with these problems as they develop as every child has the right to live without fear or intimidation. Bullying can be defined as any form of intimidation of a child with any regularity. It could be physical, verbal, by gesture or by exclusion from a group and includes incidents perceived as "racist" or "sexist". It may be inflicted by an individual or by a group, over a long or short period of time. Bullying is a problem both for the victim and for the perpetrator and we must deal with both.

All reports of bullying are taken seriously and are investigated thoroughly. It is made clear to pupils that all bullying is unacceptable and every effort will be made to deal with both the behaviour and its causes. Murthly Primary School adheres to the PKC Anti-Bullying Strategy. Bullying is a feature of our Health and Wellbeing programme. It is taught through the use of the Bounce Back resources, Restorative Approaches and whole school assemblies and events. Specific incidents of bullying are logged and the numbers of instances of bullying and racist incidents are reportable to Perth & Kinross Council.

## **Health and Well Being**

The school has a designated School Health Nurse, Dawn McCallum, who is contactable on 01738 564228. She visits the school and is available to give advice to both the school staff and parents should they have any health concerns or require a referral to another health department. As part of the School Health Surveillance Programme pupils are reviewed in P1 and P7. This involves a parent questionnaire and screening of height, weight and vision. Additional checks may be carried out throughout the school years in consultation with the pupil and parents / carers.

All children are offered flu immunization in school in the Autumn term. Parents can withdraw their child from this if they wish.

If a pupil becomes ill or is injured in school, every attempt will be made to contact a parent. If parents cannot be contacted, the child will be sent home with the emergency contact. In the event of an acute injury or illness, and parents or emergency contacts have not been able to be contacted, the child will be transported to doctor or hospital by staff car, taxi or ambulance under the supervision of a member of staff. For minor bumps and bruises children are treated by staff in school and a note is sent home with them at the end of the school day advising parents of the nature of the injury and the treatment given. We have a member of staff trained in First Aid procedures. Please keep the school informed of any medical conditions your child may have so that we can deal with these sensitively.

Infectious Disease Exclusion period suggested by the Health Board:

Chicken Pox/ Shingles	5 days from onset of rash Exclude only if rash is weeping and cannot be covered, e.g. with clothing
Measles	4 days from onset of rash
Mumps	5 days from onset of swollen glands
Rubella	6 days from onset of rash
Whooping Cough	5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment
Impetigo	Until sores are crusted or healed or until 48 hours after antibiotic treatment has started
Ringworm	Until adequate treatment instituted
Scabies	Until adequate treatment instituted
Head Lice	Until adequate treatment instituted

## 5. Parental Involvement

Close partnership between home and school is vitally important and parents are encouraged to contact school to make an appointment whenever problems occur or advice is needed. This partnership, of course, is a two-way process. Communication with parents is imperative if we are to maintain the positive ethos of mutual understanding and trust which exists at Murthly Primary. Communication can be by coming into school, by telephone and by email.

Parents are kept informed by regular written communications and monthly newsletters. We also encourage parents to join us for concerts, special assemblies, drama productions, fund raising events, open afternoon/evenings and school trips.

Parents are welcomed in Murthly Primary as part of the team who provide the best possible learning opportunities for their children. Parents are involved helping in delivery of joint teaching activities such as cycle training and road safety, accompanying trips, giving talks, supporting extra-curricular clubs, being involved in working parties, completing audits and surveys, sharing ideas, suggestions and concerns with us.

Parents are supportive of their child's learning by ensuring homework tasks are completed, are positive towards school, attending various meetings, fundraising events, joining their children for open afternoon/evening learning events, supporting child /parent conversations in learning logs etc. and showing interest in their child's learning.

In line with the Parental Involvement Act (2006) every parent is a member of the Parent Forum at Murthly Primary. A Parent Council is elected from the Parent Forum at the start of every school year. This works in partnership with the school to promote parental involvement and quality learning experiences for the children. It gives the parents a voice and encourages links between school, parents, pupils, pre-school groups and the wider community. More information regarding 'Parental Involvement/ Parent Councils' can be found in the second half of this booklet in 'section J'.

[www.pkc.gov.uk/parentalinvolvement](http://www.pkc.gov.uk/parentalinvolvement)

## 6. Transitions

**Associate Secondary School**

**Perth Grammar**

There are a variety of points of transition: starting Nursery, moving from Nursery to Primary 1, moving to a new class, moving to a new group within a class, moving to another school, moving to secondary school.

In February, parents who wish to register their children for Nursery will be given the opportunity to do so. Notification of dates will be given in the local press and publicised locally. 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. For details on eligibility, procedures and registration please ask at the school office for a copy of Perth and Kinross Policy and Guidelines for admission to Nursery Schools and classes booklet. In line with school policy, parents are invited to make an appointment to discuss their child's Nursery Education with the Head Teacher.

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 Murthly Primary School.

In Murthly Primary the Nursery class and Primary 1-2 often work as one large class, sharing resources and learning opportunities. There is therefore a seamless transition. In January, parents of the August intake of Primary 1 children should contact the school to make an appointment with the Head Teacher, to register their child. At this meeting prospective parents, and preferably the child, will be shown round the school, parents should complete the registration process online, and an opportunity will be given for informal discussion about the school and the educational experiences it provides. Children who are already at Nursery in Murthly Primary will not require to be given the "guided tour". However, it would be preferable for parents to arrange an appointment to discuss their child's school education with the Head Teacher.

NB: All registration for nursery and school is now completed online, a link to the online registration is available on our school website. The child's birth certificate, a recent Council Tax bill and recent utility bill, to verify address, must be uploaded during the registration process. Children who do not attend our Nursery have opportunities for enhanced transition in the summer term. This is discussed with parents in January. In the summer term parents will be invited to a meeting with the Head Teacher and appropriate class teachers. At this time school organisation, policies and aims will be explained and opportunities for questions and further discussion will be given. Also, during the summer term there will be a transition programme where children and parents experience the activities and expectations of the school as the children progress through it.

As children progress throughout the school they regularly work flexibly with children and teachers from other classes so transition issues between classes are minimal. At the beginning of each session time is planned to team build. If children move groups within a class, it is usually due to learning issues and therefore is discussed with parents.

After completion of their Primary 7 year, pupils of Murthly Primary normally transfer to Perth Grammar School, Gowans Terrace, Perth, PH1 5AZ Phone: 01738 472800 or the Roman Catholic school, St John's Academy, North Inch Campus, Gowans Terrace, Perth, PH1 5BF. Tel: 01738 454300. Throughout the year there is liaison with the school 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. Parents who wish their child to attend a Secondary School other than the one outlined above should complete a placing request form and submit it to Education and Children's Services, Pullar House, Perth, PH1 5GD, between January and 15 March. Parents should receive notification of transfer to Secondary School by April of the year of transfer. NB: Further information regarding Placing in School and School Commencement Arrangements, can be found in the second half of this booklet in section 'A'.

### **Support for Pupils:**

There is enhanced transition arrangements for children with additional support needs, to ensure smooth transitions at each stage. This involves extra meetings, increased visits and parental involvement with all agencies.

## **7. The Curriculum**

Our aim at Murthly is to provide every learner with a coherent experience, where a broad range of learning activities and experiences combine to create a meaningful and valuable education - developing skills, deepening understanding, relevant to their aspirations, extending their world view. To that end the learning we provide is often structured in an interdisciplinary manner within a motivating context, ensuring meaningful connections are made.

## Every child is offered a wide range of learning opportunities in:

Literacy & English – including French from Nursery

Numeracy & Mathematics

Expressive Arts – Drama, Music and Art

Health and Wellbeing – including PE

RME

Science

Social Studies

Technologies

We use the Scottish Curriculum for Excellence (CfE) to plan and assess pupils' learning. We aim to equip children and young people with the knowledge and skills they need in our rapidly changing world. Curriculum for Excellence brings real life into the classroom and takes lessons beyond it. It is soundly based on seven principles which mean that learning is broad, active, experiential, challenging, enjoyable, progressive and relevant. Our children are included in the planning of the learning allowing them to have certain elements of personalisation and choice in what and how they study.

More information is available from the Parent Zone website:

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

Class teachers plan using the experiences and outcome of CfE to offer a wide and varied curriculum for all children.

CfE is divided into Levels. The levels we will focus on in primary are:

- **Early Level** – pre-school – P1, or later for some
- **First Level** – children in P2 – P4, or later for some
- **Second Level** – children P5 – P7, or later for some

All learning is based on the principles and purposes of CfE. Our school policies and programmes of work help us plan much of the content of what children will be learning at each stage of their development. We ensure that Literacy, Numeracy and Health and wellbeing are fully integrated into all learning experiences, with plenty of opportunity for children to practise, reinforce and apply their knowledge and understanding from these core curricular areas.

In Murthly, we are committed to seeing all our children become **successful learners**, developing the particular skills and attitudes that will help them to become **responsible citizens** and **effective contributors**. We work hard to offer challenging, enjoyable and relevant learning activities, often involving active learning, and requiring skills for independent or co-operative engagement. In all our learning we aim to enhance children's self-esteem so that they become **confident individuals**, offering opinions and exercising personal choice in their learning.

Class teachers plan the learning for our children in small groups, as a whole class or individually, to meet the needs of all. Our staff work together on in-service training days, and after school in working groups and in collegiate activities, to make sure that our teaching strategies and policies and programmes for learning are up to date, and our school improvement plan is achieved successfully. In this way our curriculum continues to develop and improve, enhancing learning experiences for the children.

In line with best practice and promoting the principles of CfE active learning is promoted, relevant educational visits will be made, and visitors, who will enhance the educational experiences of the children, will be invited as appropriate. Outdoor learning in our community is an integral part of the learning activities undertaken. Children participate in school trips linked to their interdisciplinary and discrete curricular learning. Children learn knowledge and understanding as well as skills for life, learning and work to prepare them for living in 21st Century Scotland. ICT will be used to enhance learning throughout as appropriate. Emphasis is put on children learning concepts and skills and then applying these in real life, problem solving situations.

Children are given the Experiences and Outcomes of the curriculum which they are entitled to study. They then work with teachers to plan how they learn. This ensures they have choice in their learning. At various times they make choices about personal achievement work, committees and clubs.

Learning is shared with parents through open afternoon/evenings and through children's learning logs. Surveys and audits completed by parents/ carers also ensure they are involved in their child's learning. Parents of children with Additional Support Needs meet regularly with staff to discuss and agree progress/ next steps in learning. If school staff have any concerns about a child's learning parents will be invited to a meeting to discuss the concerns and the way forward. Parents will be given support and advice and additional opportunities (if requested) to meet more regularly with staff.

Parents will be informed when sensitive health issues e.g. Relationships, sexual health, parenthood, drugs awareness will be taught, to allow appropriate support between home and school.

### **Religious Observance**

As well as being a statutory element of a school's provision, religious observance (RO) also has an important part to play in the development of the learner's four capacities, as a successful learner, confident individual, responsible citizen and effective contributor. Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at

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

In non-denominational schools, assemblies are the most common vehicle for delivering religious observance. In Murthly Primary School we offer a Religious and Moral education programme designed to promote understanding and to develop a child's own concept of spirituality. Learners find out about the beliefs and practices of all major world religions, and are encouraged to develop respect for others' beliefs, tolerance of difference and appreciation of diversity.

Our assemblies are on moral issues such as right and wrong, and values such as fairness, justice, kindness, compassion, integrity and honesty. Typically they include singing, presentations from classes or groups, wider achievements and sharing of good or interesting news. We reflect on faith and folk stories from a variety of religions and cultures. We recognise major Christian festivals of Harvest, Christmas and Easter.

Under the terms of the Education (Scotland) Act 1980 "any pupil may be withdrawn by his/her parents from instruction in religious subjects and from religious observance". Any parent wishing to exercise this right should first discuss it with the Head Teacher. Parents should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative educational activity.

### **Skills**

As well as teaching the subject specific skills related to each area of the curriculum Higher Order Thinking Skills: remembering, understanding, applying, analysing, evaluating, creating, are taught and applied. Social skills: problem solving, leadership, working with others, creativity, digital literacy, enterprise and employability and organisation are taught to prepare children for their future lives.

### **How can Parents Find out more about the Curriculum?**

Parents can find out more by attending the regular open afternoon/evenings held in school, reading letters/ information sheets sent home from school, asking school for specific information, using the Internet.

[www.skillsdevelopmentscotland.co.uk/](http://www.skillsdevelopmentscotland.co.uk/)

## **8. Assessment & Reporting**

Assessment is an integral part of learning and teaching. We operate a policy of continuous assessment, in line with government guidelines on “Assessment is for Learning” and Curriculum for Excellence. Ongoing formative and summative assessment is an integral part of the curriculum and is built into the work at the planning stage. It will be used regularly to inform teachers as to how children are getting on and in turn affect planning.

In the planning stage the class teacher will decide what aspects of work will be assessed. Assessments can take many forms such as observation, in talking and listening to a child or written work. Should assessments reveal that a child is having a particular difficulty then steps will be taken to support the child. In conjunction with this, children are encouraged to self and peer assess. On a daily basis, children discuss their learning with staff and, at times, other children. They know their prior learning, why they are doing the current learning and can identify what their next steps in learning will be. Staff track progress through the learning programmes, through the Learning Logs, evidence recorded and tracking sheets which record what a child has achieved and what their target is for the year. Staff work with colleagues from within Murthly Primary and from other schools to moderate and benchmark work.

### **Reporting**

Evidence of each child’s work is collected and used to inform future teaching and reports to parents. This evidence is available for parents on request. Each child has a Learning Log in which he/she sets targets and reviews work carried out. These are shared with parents termly. Interim reports are used to inform parents during scheduled meetings in November and March of each year. They are also the basis for the Annual Report which is given to parents in May/June. A Primary 7 Profile for each child is produced annually and shared with parents and the receiving secondary school. If parents wish to discuss the progress of their child at any time they can make an appointment by contacting the Head Teacher. These meetings are generally informal with an emphasis on how best to support the child and build confidence in parents. The school operates an “open door” policy and parents are actively encouraged to be positive partners in their children’s learning. Open information afternoon/evenings are held once a term for parents to learn more about how and what their children are learning and view children’s work. Special meetings are held regularly for parents of children with additional support needs. See the section on Support for Pupils for further details.

## **9. Support for Pupils**

All children are well supported in Murthly Primary. We rigorously apply the principles of GIRFEC (Getting it Right for Every Child). This is mainly achieved through our Rights Respecting Schools ethos and our Health Promotion Programme. It is an integral part of life at the school on a daily basis. It is our firm belief that we work “with” children as learning partners in our school so all feel safe and valued.

From time to time some children may be identified by school staff as requiring “extra help” for a variety of reasons. This may be in a specific curricular area or in a number of subjects and may be of a short or longer term nature. Initially the class teacher or parent will make a referral, through the Head Teacher to the Additional Support Needs Teacher who will then assess the needs of the individual child and work with the class teacher to ensure the child receives the help required. If further support is required specialists will be consulted from within the Authority ensuring appropriate action is taken.

In accordance with Perth & Kinross Council policy the needs of Additional Support Needs (ASN) pupils will be met, where possible, in the classroom with mainstream peers. Progress of pupils will be monitored and regularly discussed with parents and other support agencies through the ASN procedure. Opening a Co-ordinated Support Plan may be considered, in conjunction with parents and dependant on need. Formal reviews will be held annually and / or when considered appropriate. Murthly Primary Policy on Additional Support Needs is in line with Perth and Kinross Policy and is available on request from the school office. Should parents wish to discuss Additional Support Needs for their child they should, in the first instance, make an appointment to speak to the Head Teacher. Further information can also be found in the second half of this booklet in ‘section L’ and through the following link.

The following organisations can 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](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

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

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

- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

## 10. School Improvement

All of our school achievements are detailed in our monthly newsletters. This information is collated in our annual Standards and Quality Report; both documents are available from our school office and on the school website. Our main recent have involved the whole school community in achieving our First Green Eco flag and Silver sports award. We have also embedded our Rights Respecting School ethos which supports our respectful culture across the school. This has also supported building links with the local community through local businesses. The children have also supported school developments through their committees with Fruity Fridays, reading challenges, developing the woodland environment, promoting ECO and ensuring a safe and well-resourced learning environment. The children have organised and supported charity fundraising and learned about global citizenship, through topic work and visitors to the school. We are also members of Young Engineers and Science Clubs for Scotland and participate in specific science focus days and provide extra-curricular opportunities in science.

Individually, all children have achieved in a variety of ways through involvement in committees, presentations and competitions representing the school in various sporting and cultural festivals and events. Almost all children have also achieved through the wide range of activities they have undertaken outwith school, in sports, music, dance and citizenship, supported by parents continuing to develop their wider achievements. Continued playgroup opportunities provided within the nursery has supported development of home/school links with early years families.

We evaluate the work of the school annually reflecting on our progress in relation to our School Improvement Plan, a copy of which can be obtained from the school office or from the website. As part of this process we use information gathered throughout the year from parents, pupils, staff and the wider community to enable us to set targets for the following year. This information may be gained through audits, questionnaires, comment cards, newsletter feedback and activity evaluations.

Our main focus areas relate to learning and teaching, with a priority of ensuring pupils understand the skills that they are learning and the relevance of them for the future. We support pupils to evaluate their own progress and that of peers and setting their next targets. We have developed focus learning pathways for literacy, numeracy and health and wellbeing. We use these documents for planning, assessing and tracking pupil progress within literacy, numeracy and health and wellbeing.

Plans for future improvement include developing the children's understanding of skills for Learning Life and Work to support raising attainment. This year we have a focus on health and wellbeing, and we are working with the children to develop a better understanding of wellbeing and support building resilience for all children. We are also implementing a range of targeted interventions to support increased attainment in literacy and numeracy, for identified children. We are also continuing to embed Rights Respecting Schools Values. Parents will continue to be encouraged to participate at all stages of the improvement agenda through open consultation and in partnership with the Parent Council. We also have a working group established to review our curriculum and how we report to parents and share the children's learning. The school improvement plan can be obtained from the school office or on the school website.

## **11. School Policies & Practical Information**

For details of school and Perth and Kinross Policies visit the Perth and Kinross website and the school website or make a request to the school office.

### **Homework**

All pupils P1-7 will be given opportunities for home learning especially in the curricular areas of Literacy, Numeracy and Mathematics. This may be on a daily / weekly / termly basis dependent on the age and stage of your child. Home learning is given to encourage parents / carers and children to learn together and to spend quality time together. It should also encourage a sense of responsibility in pupils.

### **Composite Classes**

Murthly Primary has three classes consisting of a Primary 1/2, Primary 3/4/5 and Primary 6/7. The classes are organised according to Perth and Kinross policy and if stages have to be split, this is organised by age.

### **Uniform/Clothing**

The wearing of school uniform is encouraged to give a sense of identity and a feeling of belonging to the school community. We ask for your support in this. Our uniform consists of a maroon sweatshirt on which is the school badge, and white/burgundy polo shirts. Boys should wear grey or black trousers and girls grey/black skirts or black trousers. Children should not wear jeans unless notification has been given for some educational trip or special occasion. We would prefer if children did not wear tracksuit bottoms to school unless for sporting reasons. Children should have a change of suitable footwear that can be worn inside the school as the interior of the school can become very dirty with muddy footprints.

Children should have a PE Kit for Physical Education - Navy or black shorts, white top and gym shoes should be worn. White tops with the school logo can be purchased through the school website. Information regarding school clothing grants can be found in the second half of this booklet in 'section E'.

In the interest of Health and Safety long hair must be tied back and ear-rings and other articles of jewellery must be removed for Physical Education lessons. If your child's ears have just been pierced, they must come to school with their ears taped or, in the case of older children, have their own tape and be responsible for covering up the earrings. All articles of clothing, school bags etc. should be clearly marked with the child's name. This saves a lot of time and effort and ensures the lost articles are returned quickly.

### **Structured Activities**

A wide variety of structured activities to support learning occur on an ongoing basis during class time. A structured programme of activities is delivered on a Friday which has been developed with the children to provide a choice of wider achievement opportunities. We also provide a range of extra-curricular activities to support the wider achievement opportunities for all children. A residential trip for P6-7 is also available annually.

We are very keen to extend the range of activities on offer to pupils. We work closely with local Cricket coaches and rugby coaches to provide additional learning experiences for the children. Any adult who would like to share any skills, expertise and time they have with the pupils should contact the Head Teacher to discuss possibilities.

## **Pupil Representation**

Every child, Primary 1 to Primary 7 is a member of a school committee. These committees enable children to lead a variety of activities such as Eco work, Community involvement, Health and school development initiatives. There is a Pupil Council which includes a representative from P1-7 and they are responsible for the development of Rights Respecting Schools. Through the Rights Respecting Schools initiative children are expected to be part of the decision-making process of the school and have many opportunities to take the lead in running their school. Children also undertake running clubs, buddying others and participating in rotas which support the wellbeing of everyone in the school. P6-7 pupils can also be nominated as a School Helper, allowing them to take a greater role within the school.

## **School Meals**

School meals are served daily in the dining hall at a cost of £2.15 per day. Free school meals are available for children in Primary 1 to 3 and nursery children. Packed lunches may also be eaten in the dining hall. Application forms for Free School Meals are available online. Further information about school meals can be found in the second half of this booklet in 'section D'.

School lunches can now be paid online using ParentPay. More information on ParentPay can be obtained from school office.

## **Organisation of School Day**

Primary 1-7

School Commences	9.00am
Morning Interval	10.30 – 10.45am
Lunchtime	12.15 - 1.00pm
Afternoon Interval	2.00pm – 2.15pm
School Closes	3.15pm

Nursery Monday – Friday 9.00am – 3.00pm

## **Security**

In the interests of safety, all visitors, including parents, must report to the school office when entering the school.

## **12. Name of Child Protection Officer**

Mrs Fiona Campbell (Acting Headteacher) is the Child Protection Officer for the school.

## **GIRFEC**

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe	Healthy	Achieving	Nurtured	Active	Respected
Responsible	Included				

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

### 13. Nursery

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.

From 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, Since August 2019 all Primary One children will attend school for a full day starting in August.

#### Arrangements for Emergency Closures

##### **EARLY CLOSURE (DURING THE SCHOOL DAY):**

SEVERE WEATHER CONDITIONS - HEAVY SNOW, WIND, FLOODS

If the school has to close during the school day, parents or emergency contacts will be informed via a text service to mobile phones and by email: please ensure that the school office has an up to date mobile phone number for you. Our school website will also be used.

##### **CLOSURES OUTWITH SCHOOL HOURS:**

SEVERE WEATHER CONDITIONS

This link below will detail information about school closures:

<http://www.pkc.gov.uk/Schoolclosures>. **Note:** in such circumstances phone calls and email alerts will not be sent out as these can only be sent by Office staff from our School Office.

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

For information regarding emergency closure, parents may phone the school or use one of the following information lines.

The information sources are as follows:

Radio Tay (used in all instances)

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

Perth and Kinross Council Customer Service Centre

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

Parents/Carers should dial 0845 3011100. Calls are charged at the local rate.

The following website can be used to find the most up to date information on school closures

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

*Fiona Campbell Acting Headteacher (Nov 2020)*