

# Pitcairn Primary School



## School Handbook Academic Session 2021/22

## Introduction

Dear Parents

We would like to extend a warm welcome to you. As a school, we look forward to getting to know you and your child and to working in partnership with you.

We welcome and encourage active parental support and involvement in our school community. We believe that this enhances the educational experience of your child. Every stage within school is of equal importance to your child's development. Throughout these stages your child is valued, encouraged and has equal opportunities to develop and learn to his or her potential in a supportive and caring environment.

We look forward to you and your family joining us here at Pitcairn Primary School.

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, 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.

***Please note that the information and procedures in this handbook reflect what would normally be the case in our school. At the time of writing Covid 19 has necessitated many changes such as staggered entry and exit times, split breaks, lunches served in classrooms etc. You will be advised of current modifications at the time of registration and/or your child's entry to school.***

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

## Delineated Area

Pitcairn Primary School opened in 1939 and provides Primary Education for the children residing in Almondbank and Pitcairngreen. (This includes the Bridgeton and Admiralty Wood areas of housing as well as new houses in the Bertha Park development). Additional information can also be found on the Perth and Kinross Council website.

Any parent who resides out with the delineated area but wishes their child to a Primary School should complete a Placing Request Application Form. Forms are available from Perth and Kinross Education and Children's Services. ***Please note that placing requests are restricted at the current time to allow for the increase in families joining us from Bertha Park.***

## Contact Details

SCHOOL ADDRESS:	Bridgeton Brae, Almondbank. Perth PH1 3LJ
TELEPHONE	01738 477560
E.MAIL	pitcairn@pkc.gov.uk
WEBSITE:	www.pitcairnprimary.org.uk
ROLL (at time of writing)	83
STATUS	Primary
HEADTEACHER	Fiona M Lowson
PRINCIPAL TEACHER	Sharlene Burns
PARENT COUNCIL	Louise Peoples

## Parental Concerns

Staff are always willing to make themselves available to discuss any aspect of your child's development. For minor and very short queries it is often possible to speak to the teacher before or after school. If you require a longer time, or if a confidential matter needs to be discussed, please arrange an appointment. This can be done by calling in at the office or by telephone, if more convenient.

Any parent who has a concern is encouraged to contact the Headteacher to discuss this. The Headteacher operates an 'Open Door Policy' and is often able to see a parent on request (on non-teaching days). If this is not possible the parents will be given an appointment or the Headteacher will phone the parents as soon as possible.

At the meeting the Headteacher will make a note of the concern and will relay any appropriate actions which need to take place to the parent. These will be followed up and if necessary, the Headteacher will then contact the parent to inform them of the outcome. If parents are not satisfied with an outcome further meeting can take place where every effort will be made to resolve any issues.

Should a satisfactory agreement not be reached and parents wish to take this further, they should contact Perth and Kinross Council via their website as outlined in The Council Complaints Handling Procedure details of which can be found on the Council's website as follows <http://www.pkc.gov.uk/complaints>

## The Complaints Procedure

The School deals with complaints as part of Perth and Kinross Council's Complaints Handling Procedure. More information is available on the Council's Website as follows: <http://www.pkc.gov.uk/article/14901/How-do-I-complain->

## Procedure in the Case of Pupil Absence or Sickness

If your child is unwell and unable to attend school, please notify the school directly by phoning 01738 477560 before the start of the morning session or by emailing [Pitcairn@pkc.gov.uk](mailto:Pitcairn@pkc.gov.uk) Please do not send a message with one of your child's friends. A

message can be left on the answer machine if the office is unattended and this will be passed onto the class teacher.

If your child is expected in school and does not arrive the class teacher will notify the office and you will be contacted by school staff to ensure all is well. If the school is unable to make contact with you and determine the whereabouts of your child, we may need to enlist the support of other agencies e.g. the police or social work to ensure all is well.

If your child has been at home for lunch and becomes unwell during this time, please contact the school to inform us that they will not be returning for the afternoon session. Pupils who have been absent or sent home with sickness and/or diarrhoea should not return to school until they have been clear of symptoms for a full 48hrs – this is in line with authority policy.

If a pupil is removed from school before the end of the day for any reason parents are asked to sign them out under health and safety procedures.

### **Family Holidays during Term**

We would urge parents to avoid absences due to holidays in term times. Holidays during term time are recorded as unauthorised absence in line with authority policy. Further information to be found in Section P.

### **Visiting the School / Enrolments**

Parents of prospective pupils are encouraged to visit the school prior to enrolment. Please telephone the office to arrange a suitable time.

Parents of new entrants to Primary 1 are invited to school in January to enrol their child for the following August. Information about enrolment arrangements are circulated within the village and local press and are detailed for 2020/21 under Primary School Enrolment. It is necessary to show both the pupil's birth certificate and proof of address when enrolling. Invitations will be extended nearer the time of entry for children and parents to come along for transition visits and parents will then have the opportunity to raise any questions they may have.

For pupils transferring from other areas, it is helpful if they can bring examples of their work with them when they start, as this helps their teacher gauge their present level, prior to the records arriving from their previous school.

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

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

As a result of the changes to a child's experience prior to beginning their Primary School education across PKC, Primary One children will attend school for a full day from August 2019 and therefore will no longer access ½ days for the first two weeks of term. Further information can be found in Section A – Placing in Schools.

### **Primary School Enrolment**

The 2021/22 school year starts on Wednesday 18<sup>th</sup> August. A child is of compulsory school age on the first school entry date from his/her fifth birthday. If his/her fifth birthday falls on or before the last day in February 2021, he/she may attend school from August 2021, or alternatively, his/her parents may delay the registration until the beginning of the next school

session.

Parents/carers should seek advice from staff at their nursery if they are considering deferred entry. Parents/carers should visit their local catchment area primary school during the designated week in mid-January to register their child. When you register your child you will need to take your child's birth certificate, recent Council Tax bill and a recent utility bill as proof that you live permanently at your address.

Primary School Registration Forms are available from Perth & Kinross Council's website <http://www.pkc.gov.uk/article/17276/School-enrolment> or from any Perth and Kinross Council School or from the address detailed below.

### **Placing Requests – Primary**

Should parents/carers wish their child to attend a primary school other than their local catchment area school, they must submit a placing request and should not register their child at the local catchment school. ***Please note that placing requests are restricted at the current time to allow for the increase in families joining us from Bertha Park.***

### **Transfer to Secondary School**

Parents/carers of children who are transferring to secondary school education on Wednesday 18<sup>th</sup> August 2021 will be advised by letter during January 2021 of the school in which their child has been allocated a place. Should parents/carers wish their child to attend a secondary school other than their local catchment area secondary school, they must submit a placing request even if their child already attends an associated primary school of the chosen secondary school.

### **Placing Requests – Secondary**

Parents/carers who wish to make a placing request for their child to attend a school other than their local catchment school for school session 2021/22 must submit a placing request application no later than the designated date in March 2021. If you submit a placing request and do not receive an acknowledgement within two weeks, please contact the address below.

Placing request application forms are available from Perth & Kinross Council's website <http://www.pkc.gov.uk/article/17301/Placing-request> from any Perth and Kinross Council School.

### **Information Available To Parents/Carers**

Details on school catchment areas and further information on enrolment/transfer procedures and placing requests is available from Perth & Kinross Council's website [www.pkc.gov.uk](http://www.pkc.gov.uk) or from any Perth & Kinross Council school, or from the address detailed below:

Schools Support Team  
Education & Children's Services  
2 High Street, Perth, PH1 5PH  
Telephone 01738 476200  
Email: [ECSSchools@pkc.gov.uk](mailto:ECSSchools@pkc.gov.uk)

## **School Ethos**

### **Pitcairn's Vision, Aims and Values**

Our **Vision, Aims and Values** were created by pupils, parents and staff in January 2016.

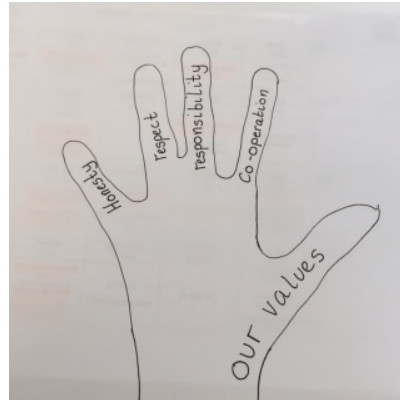
Our **Motto** is All Included, Learning & Creating.

Our **Vision** is to create a safe and caring school community where our children are happy, confident and learn to be the best they can.

### Our **Aims**

- To engage in high quality learning and teaching
- To ensure everyone is safe, valued and included
- To help everyone do their best
- To develop respect, good behaviour and tolerance
- To encourage all to take responsibility in school and beyond
- To promote hope and a “can do” attitude

Our **Values** are Co-operation, Responsibility, Respect and Honesty



### Classroom Charter

At the start of the new session each class draws up a Classroom Charter where children and teacher agree upon their responsibilities within their classroom and across the school. The responsibilities are based on the pupils' understanding of the most relevant rights within the United Nations Convention of the Rights of the Child.

### House System

Each child also belongs to a House Group (Mull, Tiree, Jura, Islay and Lewis).

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

Throughout the year we collect house points for;

- Golden Certificates
- Showing Respect and Responsibility
- Poetry Writing Competition (Homework)
- Burns Poetry Competition
- Art Competition
- Monthly Star Writers
- Monthly Marvellous Mathematicians
- Head Teacher Awards
- Reading Points
- Sports Day Points

### Pupil Council / School Committee

At the beginning of the school session each class nominates one representative for the Pitcairn Pupil Council. Other pupils, from all classes, choose to join the School Committee and this committee incorporates the work of the Pupil Council. Pupils consult with their class,

gather information, meet with the Headteacher and, at times, the Parent Council, on school developments. They then give feedback to their class members and work together towards the next steps to be taken.

## **Personal and Social Development**

Pupils and staff use Restorative Approaches and Self- Regulation techniques. We aim to promote and actively develop a positive learning environment where all of 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 such as Bounce Back. The school promotes the use of Restorative Practices to resolve any disagreements.

## **Positive Behaviour and Relationships**

The school follows procedures outlined in the documents below, which was developed with pupils and parents. These documents can be found on the school website.

*Pitcairn Primary School Positive Behaviour and Relationships Policy November 2019*  
*Leaflet- Relationships at Pitcairn Primary School/ Information for Parents and Carers*

## **Parental Involvement**

We recognise the importance of working in partnership with parents and aim to find every opportunity to welcome parents into our school.

### **Seeking Parental Views**

We strive to consult fully with parents directly, as well as through the Parent Council, Friends of Pitcairn, to gain valuable feedback. This information is vital to the school improvement process. We, therefore, invite parents to contribute views and ideas to the school Self Evaluation exercise through a variety of methods which vary from year to year.

### **Family Learning Afternoons**

Throughout the year parents are invited to school to learn with their child. Topics are decided in conjunction with parents and, over the past two years, have covered Writing, Reading, Maths, Science, French, Art, Health and Well-Being.

### **Outdoor Learning**

Class teachers plan regular sessions of Outdoor Learning with a focus on Literacy and Numeracy. When qualified staff are available children participate in "Forest Schools" type learning. Under close supervision, the children are taught how to master tools, den building, slacklines and campfires. Parents are invited to join these sessions.

### **Reporting to Parents**

The school offers many opportunities throughout the year to communicate with parents

- Parent Contact evenings
- Curriculum events and workshops
- School performances and concerts
- Friends of Pitcairn minutes and meetings
- Pitcairn Primary School Website
- Phone calls and meetings

- Newsletters and letters about forthcoming class events
- Annual Pupil Progress Reports
- Family Learning Afternoons/ Outdoor Learning Sessions
- Meet the Teacher
- Snapshot folders and feedback sheets
- Home/ School Reading Diaries and Homework
- Learner reflections in diaries
- Learning Logs
- Celebration of Success
- Golden Tickets and Head Teacher Awards

## **The Parent Council, Friends of Pitcairn**

The Parent Council, Friends of Pitcairn, provides a forum for parents to have a say in their children's education and 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.

The Friends of Pitcairn 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
- determine parental views and opinions
- detail how parents can become more involved in the life of Pitcairn Primary School
- organise events to involve parents and support Pitcairn's continual improvement and development.

## **Further Information**

Further guidance and information on parental involvement in school and in your child's education can be found at:

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

## **Transitions**

Effective transition is important to ensure continuity and progression in children's learning. This can be transition from class to class, between Curriculum for Excellence stages, between schools, from nursery to P1 or from P7 to secondary.

### **Secondary Transition**

Pupils resident within our catchment area transfer to Bertha Park High School.

Bertha Park High School  
 Adamson Avenue  
 Perth PH1 0AU  
[BerthaParkHSP@pkc.gov.uk](mailto:BerthaParkHSP@pkc.gov.uk)  
 Tel; 01738 452300

Transition activities with Bertha Park staff take place during the session prior to pupils starting High School. These may include visits from staff to Primary, shared learning projects and online activities in addition to the two days formal induction in June at Bertha Park. For pupils who require enhanced transition, this may begin in Primary 6 and additional visits may be organised with the support of the Community Link Worker as required.



## Pre-School to Primary Transition

Children come to Pitcairn from a variety of settings.

Activities	Purpose
<ul style="list-style-type: none"><li>• P1 Class visits – May / June</li></ul>	<ul style="list-style-type: none"><li>• Familiarisation; continuity and progression; confidence building; partnership building; positive experience; allay fears and worries; sharing information of child and building on this knowledge</li></ul>
<ul style="list-style-type: none"><li>• Parental Talk - June</li></ul>	<ul style="list-style-type: none"><li>• Starting School Pack issued</li></ul>
<ul style="list-style-type: none"><li>• Meet the Teacher Evening – curriculum focused – Sept</li></ul>	<ul style="list-style-type: none"><li>• To share information about learning and teaching, hints and tips for supporting each child at home, answer any questions and partnership building</li></ul>

## Transition between Classes

At Pitcairn Primary teachers ensure that information on children's learning and attainment, as well as pastoral issues, is passed on at planned times before children move classes. In addition, the school holds a half day "Bump- Up" session where children move to work with their new class and teachers.

Additional Support Meetings may also be held to ensure smooth transition for relevant pupils.

## The Curriculum

### Curriculum for Excellence

Curriculum for Excellence provides education in Scotland with a coherent, flexible and enriched curriculum for 3 to 18 year olds. The curriculum aims to help every learner develop knowledge, skills and attributes for learning, life and work.

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.

Staff are using a balanced and carefully chosen selection of learning and teaching methods including assessment for learning strategies and co-operative learning techniques to facilitate learning and develop children's skills as learners. They use a mixture of whole class, group and individual learning as appropriate.

The subject areas of the Curriculum for Excellence are detailed below, although many experiences and outcomes are taught using a cross-curricular approach.

- Literacy and Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Subjects
- Technologies

- Health and Wellbeing
- Expressive Arts

A pictorial representation of our school curriculum rationale can be found on our website.

## **Literacy**

Literacy is taught both discretely and within context across the curriculum. In Language we use a variety of texts and interactive resources to teach reading. In the Early Years Jolly Phonics is used to teach spelling; children then follow the school spelling programme. For the teaching of handwriting skills, the school uses the Nelson Spelling Programme. Our Infant class uses Active Literacy methods.

Reading is taught during differentiated class lessons and through group work. The home school reading scheme complements this but is only a part of the teaching of reading carried out in school. The library and the visiting Library Van are used to provide opportunities to extend personal reading.

Development of Listening and Talking is planned for through learning and teaching across all areas of the curriculum.

## **Modern Languages**

The school is implementing of the new modern languages strategy “1+2”. All children now learn French as part of the curriculum. In addition, pupils in the upper school learn German.

## **Numeracy & Mathematics**

In Numeracy and Mathematics, learning and teaching involves the use of a variety of resources with an emphasis on practical and interactive teaching. Pupils have regular interactive mental maths experiences. Numeracy is taught as a core subject and pupils are given the opportunity to apply their knowledge and understanding in various meaningful and practical contexts. There is an emphasis on active learning with a balance of written and practical activities.

## **Health and Well-Being**

Health and Wellbeing encompasses PE and Health Education. The purpose of this area of the curriculum is to ensure that pupils begin to develop the skills and tools they require for mental, social and physical wellbeing, now and in their future. The school is developing its own programme for Health and Wellbeing. Many areas are embedded in everyday school practice and the school ethos. In PE, Perth and Kinross has developed an excellent package which is used by teachers.

Elements of Health and Well-being are taught discretely in an age-appropriate, planned, programme, namely *Substance Misuse and Relationships, Sexual Health & Parenthood*. The school has developed pathways for the teaching of these, which are shared with parents.

Internet Safety is a key feature of our learning and teaching.

At Pitcairn Primary we also use the following programmes and approaches as part of our Health and Well-being programme:

## **Bounce Back**

This programme helps create positive, supportive and resilient classrooms and provides resources to enable staff to help their pupils develop resilient attitudes and behaviour.

## **Restorative Approaches**

We also use restorative practices where negative behaviours are fully investigated, discouraged and changed for the better in a fair and systematic way. The focus of Restorative Approaches is on conflict resolution, achieved through 'repairing harm done to relationships and people', over and above the need for assigning blame and dispensing punishment. This session, we are developing this further by introducing regular class Restorative Circles.

## **Physical Education**

In response to Scottish Government recommendations, our pupils receive two hours of Physical Education each week. Using Perth and Kinross Physical Education guidelines, this is taught by our class teachers.

All classes participate in daily exercise.

## **Social Studies**

Over the year, planning for this area includes teacher-based topics, pupil choice of topics and whole school themes. Learning in this area is linked to other areas of the curriculum and pupils are encouraged to investigate areas that are of interest to them.

## **Science**

Where possible, Science is taught through topics, as mentioned above, while the remainder of the curriculum is taught discretely by class teachers.

## **Technologies**

Our school is equipped with computers, I-Pads and interactive whiteboards in all classrooms, with a bank of laptops for use in classes as required.

A programme of ICT skills is taught where possible through work in other subjects and, occasionally, in stand-alone lessons. Pupils also have regular access to cameras.

Opportunities to use ICT in practical applications form part of the curriculum.

Internet Safety is included regularly. If concerns are raised, this will be added to, immediately and in some depth, by class teachers.

## **Expressive Arts**

Class teachers also plan and deliver lessons in Art, Music and Drama, linking these to skills development, other curricular areas and pupil interests.

## **Outdoor Learning**

Class teachers plan regular sessions of Outdoor Learning with a focus on Literacy and Numeracy. When qualified staff are available children participate in "Forest Schools" type learning. Under close supervision, the children are taught how to master tools, den building, slacklines and campfires. These sessions have a focus on skills such as team-building, turn-taking, listening, working with others and leadership skills.

## **Creativity**

Creativity is at the heart of learning in Pitcairn Primary. Children are encouraged to develop curiosity, open-mindedness, imagination and problem-solving through:

- having a say in topic choices
- helping to plan the direction of class topics using all curricular areas

- leading the planning for several weeks in the year through dedicated creative projects.
- creative afternoons – pupil-led
- whole school creative writing
- identifying skills for creativity
- creative homework projects

## **Opportunities for Personal Achievement**

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Added to this, because children learn through all their experiences - in the family and community, pre-school centre, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

## **Skills for Life and Work**

Our Curriculum supports all children and young people in developing skills which they will use throughout their life and in their work – not only literacy and numeracy skills but skills such as working co-operatively, planning ahead, problem-solving etc. Children are provided with opportunities to apply these skills in a variety of practical contexts in class, in committees and at school events.

## **Pupil Choice**

Our children have opportunities for choice in their learning as part of the curriculum e.g. involvement in planning topics, planning the whole topic in creative weeks, choosing to be part of a committee, setting their own targets, choosing between activities, choosing charities to support etc.

## **Educational Visits**

Throughout the year educational visits are encouraged to support the curriculum and to broaden the pupils' experience. We also take part in different sporting activities throughout the year which can include football, athletics, curling and swimming, depending on availability.

## **After School/ Lunchtime Activities**

Usually, each member of teaching staff has undertakes to run a club over 4-6 weeks for a set age group or monthly at lunchtimes. Examples of clubs can be as below, although this varies from year to year.

- Art
- Cooking
- Cheerleading
- Fitness and Games
- Homework
- ICT/ Website
- Choir

## **Religious and Moral Education**

A wide range of religious, moral and ethical issues are explored in Religious and Moral Education, covering Christianity, Other World Religions and Personal Search. Pupils consider the views and beliefs of others and gain understanding and tolerance through this subject area.

## Religious Observance

The school holds regular assemblies, which provide opportunities for pupils to share together and celebrate, as a school community, those things we value. They also provide opportunities for our pupils to reflect on matters of spiritual and moral concern. Through this, pupils can increase their understanding of religious practices and the experience which underlies them. The Parish Minister has contributed to these assemblies on a regular basis and our Easter assembly is often held in the church. We hope to renew this relationship when the local church vacancy is filled. From time to time, visitors from other groups are invited to lead assemblies in line with school policy.

Parental Rights: parents are entitled to withdraw their children from religious education/observance and should put such a request in writing to the Headteacher.

Further details can be found by following the link below:

<http://www.gov.scot/Topics/Education/Schools/curriculum/ReligiousObservance>

### Further Information:

More information on the Curriculum for Excellence at authority and national level can be found by following the links below:

<http://www.gov.scot/Topics/Education/Schools/curriculum>

<https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum>

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.

## Assessment & Reporting

### Assessment

Assessment involves gathering, reflecting upon and evaluating evidence of learning to enable staff to check on our learners' progress and, therefore, support further learning. Pupils and teachers work together using a range of approaches to assess achievement in a planned manner across a range of contexts and settings within the curriculum.

The role of pupils in self-assessment and identifying their own next steps is critical within the framework of Curriculum for Excellence. Pupils at Pitcairn Primary take part in a variety of self and peer assessment across the curriculum areas. Teachers and pupils use a variety of methods to gather assessment evidence including:

- Observation of learners carrying out tasks and activities, practical investigations, performances, oral presentations and discussions.
- Self-assessment evaluations by learners or peers.
- Teacher assessment evaluations.
- Information from questioning.
- Written responses.
- Work produced.
- Discussions with learners.
- Learning Conversations/ Diaries
- Scottish National Standardised Assessments

## Tracking

Pupils' attainment and achievement is tracked using the following methods. This information is used as the basis for all planning to ensure next steps are relevant and appropriate and to ensure pace and challenge.

- Learning Logs
- Learning Diary
- Weekly Plans
- Planning and Tracking meetings
- Curriculum for Excellence Class Tracking overview Sheets
- P7 Profiles
- Class Achievement Boards
- Prize giving Awards
- Annual Pupil Reports
- Pupil Impressive Work folders

## Reporting to Parents

At Pitcairn Primary School we consider reporting to parents to be an ongoing process which includes regular updates using open afternoons, snapshot week folders and response sheets, curriculum evenings, reading records, home school link diary for pupils with ASN, learning logs and diaries and newsletters. Where teachers have concerns about progress they will contact parents at the earliest opportunity to discuss this. In addition, we invite you to discuss progress at parent contact evenings twice a year. A written report is also issued in June covering all aspects of learning.

## Support for Pupils

### Key Adult

The key adult for your child is his/her class teacher. All enquiries should be made to the class teacher in the first instance. An appointment may be made through the office to see the teacher at the beginning or end of the school day. Class teachers will make every effort to see you as soon as possible if you have a concern or question. If you wish to discuss your child's overall progress further you should contact the Principal Teacher or Headteacher through the school office.

### Meeting the Needs of All Pupils

Class Teachers meet the needs of pupils within their class through careful assessment, planning and through selecting appropriate learning and teaching methods to suit the styles of all learners. Class lessons are differentiated and group work is carefully planned. To meet the needs of some pupils, teachers need to consult with relevant professionals who may offer classroom support or identify appropriate resources e.g. Pupil Support Teacher, Teacher of English as an Additional Language, Teacher for Hearing Impairment, Autism Outreach Officer, Educational Psychologist etc. Pupils within the school may work with a member of support staff who, under the instruction of the class teacher, help to support pupils on a one to one basis or within a small group in class.

### Identifying Additional Support Needs

Class Teachers generally identify support needs at the earliest opportunity and bring this to the attention of the Headteacher, Principal Teacher or Pupil Support Teacher. If a parent raises a concern with the Class Teacher or Headteacher the follow up below also applies. The class teacher will be supported by the Pupil Support Teacher to undertake relevant detailed assessment to identify the specific needs of the child and to put in place appropriate support. Parents will be consulted and given information on the above. Some pupils may require a Child's Planning Meeting at which this will be discussed and outcomes agreed.

Regular progress meetings which fully involve parents will follow. In a few cases a child may require a Co-ordinated Support plan which enables professionals from a variety of agencies to work more closely together to co-ordinate support.

Mrs Burns, Principal Teacher, has responsibility for co-ordinating Additional Support Needs across all stages at Pitcairn Primary School and can also be contacted for further information and advice.

## **Perth and Kinross Policy on relation to Additional Support Needs**

Further details can be found at

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

### **National Information relating to additional support needs:**

<https://education.gov.scot/parentzone/additional-support/What%20are%20additional%20support%20needs>

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.

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

## **Pastoral Support**

All staff have a duty to carry out pastoral support to pupils. At playtimes, pupils are supervised by support staff. All staff have been trained in Child Protection Procedures and are committed to ensuring that pupils are happy and feel safe and looked after.

## **Child Protection Procedures**

All children have the right to be kept safe from harm. All staff working in our school have received training and regular awareness raising sessions on child protection procedures and are committed to ensuring your children are safe at all times. The officers for child protection in the school are the Headteacher and the Principal Teacher. Schools are required to report if there is an indication that any child has come to harm as a consequence of possible abuse. All staff are trained annually in Child Protection procedures. The school has good contact with school medical officers, social workers, community link workers and the police, any or all of whom may become involved if abuse is suspected. The school will always ensure that parents/guardians are informed and participate in any action regarding their child. Further information and guidance for parents can be found on the Perth and Kinross website by following the link below:

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

**ATTENDANCE, ATTAINMENT AND ACHIEVEMENT**

*Progress in this area has been satisfactory*

Across the whole school most children are meeting or exceeding national expectations for Reading, Writing and Numeracy. Percentages of children meeting or exceeding national expectations remain consistent over time, despite changes in cohorts.

Individual learners make good progress from their prior levels of attainment in literacy and numeracy.

Additional funding allocated to the school through the Pupil Equity Fund is being used to provide a range of support to pupils in the areas of Literacy, Numeracy and Health & Wellbeing

Robust tracking of attainment for individual pupils has been put in place and informs universal classroom support.

Attendance percentages

Attendance	2017-18	2018-19		2019-20
	95.7%	96.2%		96.2%

**ENSURING WELL-BEING, EQUITY AND INCLUSION**

*Progress in this area has been good.*

We have a clearly developed approach to ensuring the wellbeing of all children and their families. Staff are following this to improve outcomes for all children.

The life and work of our school is clearly based on the principles of our logo – all include, leaning and creating.

There are very positive relationships between almost all staff, pupils and parents.

We ensure inclusion and equality leads to improved outcomes for all learners.

We have very effective strategies in place which are improving attainment and achievement for children and young people facing challenges.

Children are actively involved in discussions and decisions which may affect them.

Staff work effectively with a range of agencies to provide enhanced support for pupils.

**LEARNING**

*Progress in this area has been satisfactory*

The learning environment is built on positive, nurturing and relationships.

Learners play an active role in the school and regularly take on leadership roles, including leading learning.

All learners receive feedback and most understand what they need to do to improve. Learners are able to give feedback to peers on their learning and suggest ways in which they can improve.

Most learning experiences are of good quality, some are very good.

Creativity is a key feature of learning in the school and has allowed pupils greater opportunities to be involved in the planning of their learning.

Staff have developed key skills in IT and delivery of differentiated online learning.

Pupils are articulate and confident. They are positive about school experiences and relationships.

Pupils are involved in planning their learning and increasingly take responsibility for their learning.



## LEADERSHIP

*Progress in this area has been satisfactory*

Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.

All staff demonstrate a commitment to improvement and take on leadership roles within the school improvement planning process or the life and work of the school

There were many opportunities for pupils to develop leaderships skills.

All staff regularly reflect on, and show commitment to, the shared values.

There is a supportive parent council which is consulted and updated on the school improvement priorities regularly.

There has been work undertaken to increase opportunities for pupil leadership and responsibility. Pupils enjoy making full use of these opportunities, which include house groups, house captains, line leaders, games' leaders, committees and buddies.

National Improvement Framework Indicators	
<i>Quality indicator</i>	<i>School Self-Evaluation</i>
1.3 Leadership of change	Level 3- Satisfactory
2.3 Learning, teaching & assessment	Level 3- Satisfactory
3.1 Ensuring wellbeing, equity & inclusion	Level 4- Good
3.2 Raising attainment and achievement	Level 3- Satisfactory

### IMPROVEMENT PRIORITIES for 2020-21

- *Approaches to blended learning*
- *Building resilience and a nurturing environment to support health & well-being*
- *Creative approaches to learning & teaching including a focus on outdoor learning*

*Details of our school's performance at local and national level can be found at:*

<https://education.gov.scot/inspection-reports/perth-and-kinross/5348021>

### School Policies & Practical Information

Policies Information on the following authority policies can be viewed on the Perth and Kinross Council website: [www.pkc.gov.uk](http://www.pkc.gov.uk)

- Child Protection
- Health
- Additional Support Needs
- Attendance
- English as an Additional Language
- Grants and benefits
- Music Tuition
- Curriculum for Excellence

## Organisation of the School Day

School begins	9:00 am
Morning interval begins	11.00 am
Morning interval ends	11:15 am
Lunch break begins	12:15 pm
Lunch break ends	1:15 pm
School day ends	3:15 pm

Times can be varied

### School Holidays

The dates for the school Holidays 2021/22 are found on the PKC website.

### School Meals

School Meals are prepared in Letham Primary School and transported to the Dining Centre. The cost of a school meal (2 courses with salad, fruit and bread available) is currently £2.15 per day. Parents must pay via Parent Pay. Special medical diets are catered for if necessary. Parents should refer their child to the paediatric dietician via their GP if this is required. There can be no guarantee that the lunches are free of nuts.

### Free School Meals

School meals are free for all pupils in Primaries 1, 2 and 3.

There are no forms to fill out for this age group as the provision is an automatic entitlement.

Application forms and information about eligibility for free school meals for pupils in Primary 4 to Primary 7 are available in the school office or from the Perth & Kinross Council website.

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

Parents who have a child/children with a food allergy or dietary needs are encouraged to complete a medically prescribed diet request form, available from the school meals web page or from the school. Please note this form has to be supported by either a doctor or dietician and must be received by Education and Children's Services a minimum of two weeks prior to commencement of meals. Some parents choose to help children self-manage their allergies by referring to Tayside Contracts interactive menu. This interactive feature shows all current meal recipes and ingredients, along with allergy information and can be found at:

<https://www.tayside-contracts.co.uk/catering/school-catering>

For more information surrounding school meals including menus, dietary request form (and nut/peanut allergy disclaimer) and meal photographs, parents should visit:

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

### School Uniform

At Pitcairn 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, White Polo Shirt & School Sweatshirt*

*Girls: Black Skirt / Black Trousers or Pinafore, Polo Shirt & School Sweatshirt  
Summer dress for girls – blue and white check. (optional)*

In addition to the above school clothing items, parents may wish to purchase a variety of school jackets and other items, which will have our embroidered school logo. School uniforms may be purchased at any time during the school year online at

[www.schooltrends.co.uk](http://www.schooltrends.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 Pitcairn 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, outdoor trainers.
- Each child should keep their PE clothes in a drawstring bag which they can hang on their coat peg for ease of access when it is PE time. As PE can happen at different times throughout the week, it is recommended that PE kits are kept in school all week to be sent home on Fridays and returned on Mondays.

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. It can be very difficult to track down the rightful owner of a school sweatshirt with no name, especially in the Early Years.

It is also essential that all pupils have an indoor pair of shoes to wear in classrooms. These can be gym shoes or proper shoes which are kept as an indoor pair. As our playground is very muddy it 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. At Pitcairn, we feel it is important that we make the best use of our grassy spaces to play and run around on at all times of the year.

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 or breakage which can cause upset. Earrings must be removed or covered for PE lessons.

## **Lunch time Arrangements**

Morning and Lunchtime Intervals are supervised by Support Staff in the playground, dining centre (school meals) and hall (packed lunches). The Headteacher and Principal Teacher may also support in the playground and lunch areas.

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 pupils have duties in each class, playing with the children and assisting the Support Staff.

On wet weather mornings, before the 9.00am bell has been rung, children can remain dry by sitting in our shelter sheds on either side of the school.

## **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 monthly basis and are posted online.

Occasionally, whole school homework tasks may be issued by the Headteacher.

## **Instrumental Tuition**

Instrumental tuition may be available for those who show aptitude and commitment. Cost to parents will be £295.00 for the year. Parents should complete an IT1 form, which is available from 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. Further information is also available on Perth & Kinross Council website, Facebook and Twitter pages. Links to all are below.

website - [www.pkcmusic.com](http://www.pkcmusic.com)

Facebook – [PKC Music Service](#)

Twitter - [@pkcmusicservice](#)

## **Health Care**

The School Nurse supports the school as required. There are occasional visits from the School Dentist especially for P1 and P7 screenings. Parents whose children are being examined by the School Nurse or Dentist are notified well in advance 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 the nearest A and E while you are being contacted and you will be asked to go to attend 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 therefore require the name and telephone number(s) of a contact person who would be available to collect your child from school in an emergency. Annual Data Check forms are issued to all parents in August, at the start of a new school year. It is important that you check your details and inform us of any amendments. i.e. change of address, mobile telephone number or emergency contact person on the form or throughout the year. This form should then 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 at Christmas), 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 1161
Radio Tay Fm	Not applicable	All Instances	FM 96.4 and 102.8
PKC Customer Service Centre – Number for Parents	01738 475000 (main Council line)	All Instances	Available from 08:00 hours to 18:00 hours however this line <u>may</u> operate from 07:00 hours in exceptional circumstances.
PKC website	<a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a>	All Instances	Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto <a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a> where closures will be flagged up on the home page, or alternatively access the information on <a href="http://www.pkc.gov.uk/Schoolclosures">http://www.pkc.gov.uk/Schoolclosures</a>
PKC Twitter and Facebook	Twitter: @PerthandKinross Facebook: @Perthandkinross	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

If the school has to close due to severe weather during the day parents will be contacted as soon as possible. A Group Text will be sent to all parents informing them of the closure. At this point pupils should be collected from the school by an adult. The person collecting the child will be asked to sign for the child to ensure the safety of all children. If children are not collected, the school will contact the parents by other means and, if necessary, the other emergency contacts. The school website will also be updated with closure information.

**Please ensure all phone numbers and emergency contact details are up to date at all times.**

### Health and Safety

The Health & Safety at Work Act requires staff to ensure that school is a safe place for children. Many aspects of safety and of responsible behaviour are included in class lessons. Fire drills are held regularly to familiarise pupils with the sound of the alarm and the procedure for evacuating the school building safely.

Should a child become ill at school or have an accident requiring more than minor first aid, parents will be contacted and asked to come to school. It is important that the emergency contact number is up to date in the event of parents not being available. Minor incidents requiring simple first aid are dealt with in school.

Our Health & Safety Officer is Fiona Lawson, Headteacher.

## Medicines in School

If any medication is required to be taken within school hours, parents must hand the medicine into the school office and sign a form authorising the school to administer it. Members of staff have the discretion to decline to administer medication if they so wish. For reasons of safety, medicines should not be left in the possession of children. If your child carries vitamins or minerals, these should be clearly labelled with the name of your child and the contents identified.

Parents are requested to inform the Headteacher if any medication taken at home is likely to have an effect in school (e. sleepiness or tiredness). This allows due attention to be given to the child and such information is treated in strict confidence.

## First Aid

We have several staff trained in First Aid procedures. Should your child require first aid during the school day, he/she will be given a note home explaining any incident that required them to have first aid. For younger children, we will also often telephone to inform parents directly.

## Name of Child Protection Officer

Fiona Lawson, Headteacher and Sharlene Burns, Principal Teacher are the Child Protection Officers.

## GIRFEC

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

Safe      Healthy      Achieving      Nurtured      Active      Respected      Responsible  
Included

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

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

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

## Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for Pitcairn Primary School is at Methven or Goodlyburn Primary. Some local private nurseries are also Perth and Kinross partner providers.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School" which can be accessed on the Council's website at the following address:

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