

Pitlochry High School



School Handbook

Academic Session 2021/2022

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Introduction

This handbook has been produced to welcome you, both parents and children, to the Nursery, Primary or Secondary of Pitlochry High School. You will, I know, find the School a welcoming and friendly environment. All staff are committed to providing an atmosphere where everyone is helped and supported to do his or her best, both in class and outside the classroom.

You, as parents, are also committed to getting the best for your children. It is therefore vital that we should all, parents, teachers and pupils, work together to make sure that by the time the pupils leave us, they have achieved the highest standards of which they are capable. There are a number of ways in which you can play a key part, in partnership with the School, to bring this about. Keeping a regular check on schoolwork, attending parents' meetings and joining the Parent Council are some of the best ways of not only keeping in touch, but of contributing to the life of the School.

If there is anything you would like to enquire about now or in the future, please do not hesitate to contact me.

The information contained in this handbook is correct at the time of going to print in December 2021. It is possible that some information in this handbook, particularly relating to course choice and curriculum, may change before the beginning of session 2021/2022. All such changes which affect your children will be notified to you.

Mrs E Liney
Headteacher

Session 2021/2022

Delineated Area

Pitlochry High School is a combined Nursery, Primary and Secondary non-denominational, comprehensive All Through School providing education for Nursery, Primary and Secondary pupils up to the end of S4. The present building was opened in 1976 and it is situated on the eastern side of the town on East Moulin Road.

The Nursery was completely rebuilt and refurbished in 1995 and provides a modern, bright and spacious environment for our Nursery children.

The Primary department comprises of two large open plan areas which accommodate early education and upper Primary respectively. Outside, children in Primary have the benefit of both a tarred area and a playing field.

The Secondary department is housed in a two-storey block and again pupils have the benefit of both a hard surface area and a playing field outside.

All parts of the building are in a good state of repair and the internal environment is bright and well maintained.

Pitlochry High School serves the town of Pitlochry and its immediate surroundings and the nearby village of Killiecrankie. Logierait Primary and Blair Atholl Primary are the associated Primary schools and pupils from these schools would join us in S1.

Current Roll 41 Nursery
 190 Primary
 105 Secondary

Contact Details

School address: Pitlochry High School, East Moulin Road, Pitlochry, Perthshire PH16 5ET

Telephone No: 01796 474666

Absence Line: 01796 474699

Email: Pitlochry@pkc.gov.uk

Website: www.pitlochryhighschool.com

Twitter: www.twitter.com/PitlochrySchool

Pitlochry High School aims to deliver the highest quality education to all of its pupils. In order to do this, we value the role of parents in giving us information and feedback which helps us improve our service.

If you wish to make a comment or complaint about any aspect of the work of the School you can:

- write to the Headteacher
- telephone the Headteacher
- e-mail the Headteacher

Contact with Pitlochry High School – Absences

Stress is placed on the importance of regular attendance and punctuality. Parents should telephone the school on 01796 474666 or 01796 474699 (absentee line) to indicate the reason for absence by 9.30am on each day of absence.

Senior Management Team

Headteacher	Mrs E Liney
Depute Headteacher – Support	Miss A Mitchell
Depute Headteacher – Primary	Miss L Mair
Business Manager	Mrs J Wrightson

Office Staff

Mrs T Thomson (Mon/Tues/Thurs/Fri)
Miss D Dow
Mrs S Cameron
Miss A Barrett
Miss L Moyes

Janitorial Staff

Mr S Sherriffs

Nursery Staff

Nursery Teacher	Mrs V Mollison Mrs M Barrie
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Senior Early Childhood Practitioners	Mrs M Mullin Miss L Smith
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Early Childhood Practitioners	Mrs N Tod Mrs L Pirie Miss C Stewart Mrs A Gurung Mrs C Meldrum Mrs C Munro Miss J Connelly (maternity leave)
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Play Assistants	Ms C Steward Mr S Akhtar
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Primary Staff

Primary 1A	Miss L Anderson
Primary 1/2	Mrs B O'Connor
Primary 2	Mrs C McNab
Primary 3	Mrs S Callaghan
Primary 4	Miss C Douglas
Primary 5	Ms A Campbell
Primary 6	Mrs M Cardew
Primary 7	Mrs S Boyd

Support for Learning Teacher	Mrs S Penny Mrs M Marshall
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Primary Art Teacher	Miss E Lamont
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Pupil Support Assistants	Mrs L Gray Mrs S Reid Mrs E Rutherford Mrs H Sanderson Mrs D Powrie
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Auxiliary	Miss A Barrett
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Lunchtime Supervisors	Mrs S Cameron
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Secondary Staff

English and Modern Languages	Mrs C Brown, Principal Teacher Mrs B Strathearn
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Social Subjects	Mrs S Robertson, Principal Teacher History/Modern Studies Mr K Delahunt, Geography/Modern Studies
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Maths	Mr A McAdam, Principal Teacher Mr J Wrightson
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Modern Languages	Mr G Mackenzie, Principal Teacher Mrs R Batwaula
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Science	Mr G Leck, Principal Teacher, Biology/Chemistry Mr J Wrightson Physics
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Technical Subjects	Mr P Cairns, Principal Teacher
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Home Economics	Mrs L Wilkie
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Computing Studies	Mrs J MacDonald
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Art & Design	Miss E Lamont
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Physical Education and Health and Wellbeing Faculty	Mr J McKenna, Principal Teacher Mrs L Leck
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Support for Learning	Mrs G Rae, Principal Teacher Mrs J Pearson, Support for Learning Teacher Mrs F MacPherson, Support for Learning Assistant Miss Davies, Pupil Support Assistant Mrs M Beaton, Pupil Support Assistant
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Music

Mrs M Dailly, Principal Teacher

Instrumental Instructors (in Music Department)

Mr G Seith - Brass

Mrs M Dalton – Violin

Miss L Patterson – Percussion

Mr L Thorne - Woodwind

Mr L O'Hare – Piano

Ms I McFarlane – Cello

Mr O Nicholson – Guitar

Mr J Whiteman – Vocals

Technicians

Mr D Oliver

Mr R Burrell

Learning Resource Centre

Senior Assistant

Mrs M Sherriffs

Assistant

Mrs H Radford

SDS Careers Advisor

Ms T Wood

DYW Project Officer

Ms R Kerr

Attendance

Stress is placed on the importance of regular attendance and punctuality. In the event of absence, an explanatory note must be sent by parents to the registration teacher/group tutor on the pupil's return.

The School asks parents to telephone the office on 01796 474666, or 01796 474699 (absentee line), to explain the reason for absence on each day, by 09.30am, and indicate when the pupil is likely to return. The school will telephone the home on each day of absence if no reason has been notified to the school.

It is important that the School is assured that parents are aware of their child's absence and that the reason is genuine.

No child should be in school before 08.30 for any reason and preferably not before 08.45, unless by prior arrangement

Leave of Absence

Requests for leave of absence for pupils must be made by parents to the Headteacher in writing. In the first instance many parents prefer to talk to the Headteacher and this approach will continue to be appreciated.

Whilst it is understood that the pressures of the tourist industry can make it difficult for some families to take their holidays during the school holidays, parents are asked to make every effort to avoid taking children off during term time. Modern forms of assessment lay increasing stress on classwork and pupils who miss long periods of time could be seriously disadvantaged. This is particularly serious in third and fourth year when failure to carry out various types of coursework can undermine presentation at National Qualification level. Parents are asked to make every effort to support the school by confining holidays to school holiday periods.

All families taking children out of school in term time will be sent a Perth & Kinross Council policy leaflet. This clearly states that such action by parents is not acceptable practice and that the absence will be marked as unauthorised.

Parents must ensure that on return from holiday their children make every effort to catch up on work missed.

Sickness

When a pupil becomes ill during the school day, or has an accident, they will be looked after in school by trained first aid staff. Parents will be contacted to take pupils home if this becomes necessary.

Other emergency contacts will be used if the school is unable to contact parents directly.

Health Care

Pupils will receive a series of visits from medical officials for the purpose of health, hygiene and dental care.

Parents are requested to inform the school office if their child has a medical problem which has an educational bearing, eg vision, hearing or speech difficulty or a medical condition requiring special attention by the school.

If pupils need to bring medicine to school, whether or not it needs to be supervised by a member of staff, parents **MUST** complete an information/consent form which is available from the office. Members of staff are not permitted to supervise medicine without this written clearance.

Pitlochry High School has an excellent working relationship with the local medical services and receives all possible help in the event of an accident at school. It is always the aim of the school to contact the parents in any such emergency.

The School Nurse visits the school regularly and pupils or parents can make an appointment through the office.

Complaints

Pitlochry High School seeks to work with parents and operates an open-door policy. We welcome parents' queries, concerns or complaints and will deal with these sensitively and timeously. Formal complaints should be put in writing and addressed to the Headteacher. A formal complaint will be acknowledged within 48 hours and responded to within five working days.

New Pupils

Comprehensive arrangements are in place for pupils starting school in Nursery, Primary 1 and Secondary 1. Details of these procedures can be found in the section on Transitions within this handbook. New pupils looking for a place in Pitlochry High School should in the first instance contact the Headteacher. Arrangements will be made for a visit to the school where information can be exchanged and a tour of the school can take place.

Communication with Parents

Pitlochry High School works in partnership with parents and welcomes all contact with parents, both formally and informally.

Methods of contact with the home include parents' evenings, parents' information evenings, website, phone calls, letters, email (preferably through ParentPay), use of homework diaries, report cards and newsletters, as well as visits to teachers and classrooms.

In Nursery and Early Years we welcome parents at the start and end of the session every day. We hope parents will share with us all information which can be used to support pupils in their development.

Visiting the School

Parents are welcome to visit Pitlochry High School to seek information or to discuss problems and arrangements will always be made to suit them. General information can, of course, be obtained at the office. Initially, parents should contact Mrs Liney (Headteacher), Miss Mitchell (Depute Headteacher), or Miss Mair (Depute Headteacher Primary). Should parents wish contact with individual teaching staff this can be arranged and a suitable appointment made to suit both parents and the teacher.

Parents are asked not to make direct calls to members of staff on any matter unless by arrangement. The principal reason for this is to avoid interruption of classwork.

Answers to straightforward questions will be conveyed to parents by the office staff when the required information has been obtained from the teacher.

The School encourages parents to make early contact to resolve any difficulties or answer enquiries. By working together, the School and home can act in the best interests of every pupil in school.

School Ethos

Pitlochry High School aspires to provide high quality learning experiences appropriate to each individual, nurturing and supporting all to develop to their maximum potential. Our object is to develop RESPECT:

R – responsible citizens
E – effective contributions
S – successful learners
P – positive partnerships
E – enjoyment in active learning
C – confident individuals and community
T – trust and respect for all

We promote the health and wellbeing of all in the school community. We value:

- openness, honesty and integrity;
- fairness and compassion;
- the role of parents, pupils, staff and the wider community in the life of the school.

We recognise the attainment and wider achievements of all of our pupils. These we celebrate at assemblies, in newsletters, on notice boards and our annual prize-giving. We hope parents and pupils ensure we recognise achievements gained out of school as well as those in school.

Pitlochry High School values the support and help from all in the community and works in partnership in order that both the School and community benefits. Below are some examples of how we link.

In school:

- parents and members of the school community supporting an extensive range of classroom and whole school activities;
- Parent Council taking forward issues pertaining to the school community;
- school community café held termly and includes support from the Fairtrade group;
- employers supporting the work experience preparation with our S4 pupils;
- volunteer coaches supporting school pupils and encouraging moves to local sports clubs eg badminton, football and rugby;
- support from our Chaplains;
- support from Rotary;
- support from our community for our 'Open Afternoons';
- support from our parents and community partners in our eco projects and topic work.

In the local community:

- visits to local businesses;
- visits around the community;
- local employers providing work experience placements for our S4 and for other pupils with specific personal learning plans;
- prize-giving celebrated at Pitlochry Festival Theatre;
- our LRC staff liaising with the local library;
- our PE staff accessing local facilities eg Atholl Leisure Centre, local hotel tennis courts and swimming pool;
- bands, musicians and choirs playing within the community;
- art work displayed in venues in town;

- supporting Pitlochry in Bloom projects.

Examples of links from beyond the school community:

- book festivals;
- authors visits;
- use of local resources and attractions to enhance the curriculum;
- support from the CITB for our annual Rapid Response Engineering Challenge activity;
- activity days including skiing and mountain biking;
- Highland Perthshire Cycle Group;
- Youth Philanthropic Initiative and Gannochy Trust;
- supporting a range of charities eg CHAS, Shoebox Appeal, Ragbag, Macmillan Cancer Support;
- Academy 9;
- Pitlochry Festival Theatre.

We are always keen to work with the community and welcome suggestions for our mutual benefit.

Parental Involvement

Parent Forum

This body replaced the School Board and Parent Teacher Association from August 2007. All parents with children in school are members of the Parent Forum. As a member of the Parent Forum you can expect to:

- receive information about the school and its activities;
- hear about how the school will develop its partnership with parents;
- be invited to be involved;
- identify issues you wish the Parent Council to work on with the school;
- work in partnership with staff;
- enjoy taking part in the life of the school;
- be asked your opinion on issues relating to the school and learning and teaching.

Parent Council

The Parent Council is a group of parents selected to represent all parents of children in Pitlochry High School. All year groups can have representatives in the Parent Council.

Also on the Parent Council are teachers, local councillors, community representatives and pupils.

Any comments you wish to make should be put in writing to the secretary at the school address.

Current Membership of the Council

Chairperson – A Charlton, e-mail: andymcharlton@aol.com

Vice Chair – Alison Williamson

Secretary – Andy Leaver

Treasurer – Trevor Blackall

Parent Members

John Armstrong, Jayne Brian, Rami Cohen, Deborah Ryan, Annette Munro, Judith Dingwall, Suzie Davidson, Fiona Williamson, Agnes Pyka, Caro Middlemas, Cath Leitch, Eef Cauwelier, Kasia Kearney, Ken Naquin, Kirsty Gowans, Liz Pankhurst, Marigold Massie, Mark McGhee, Ruth Alexander, Ruth Conisbee, Sarah Cruikshank, Tracy Newland

Staff Members

Elaine Liney, Headteacher, Lorna Mair – Depute Headteacher Primary

Head Boy and Head Girl or Pupil Council invited to attend as appropriate

Councillors

Find us at www.pitlochryhighschool.com/ParentCouncil/Members-and-Contact and on Facebook at Pitlochry High School Parent Council.

Transitions

We are very aware that moving to a new teacher and class at any point in an individual's school experience is a very important time and our pupils and parents are supported at all stages. The main transition periods are identified as:

- Nursery to P1
- P7 to S1
- S4 to S5 or to college/employment

Starting Nursery

In Nursery regular liaison takes place including joint meetings, visits by staff, open dialogue and exchange of information posters. This also includes an open day in June for children and their parents in the school induction period.

From Nursery to Primary

In transition to P1 there are joint curriculum planning meetings and teacher 'exchanges' and in the summer term Nursery pupils come to play in the active play area each day (4/day) and Primary 1 visit the nursery with the potential for 'buddying'. There are also strong links with P7 pupils on a rota basis (2/day) at lunchtimes.

Transition between Primary Classes

In order to support all pupils with these transition stages our Nursery and P1-6 pupils have a single transition day with their next teacher in Primary and an information pack held for each class is passed to the receiving teacher. There is on-going contact between the older and younger pupils, eg through IT support and playtime monitoring duties.

From P7 into S1

P7 pupils from our Cluster have a two-day transition programme in June with one other liaison day organised in the Easter term. Our Active Sports Co-ordinator and our Community Link Worker support the transition programme.

Liaison between our Primary staff, their Support for Learning department and our Secondary Support for Pupils department, SfP, (Support for Learning, Behaviour Support and Guidance) is on-going through the Integrated Team meetings, becoming more focussed during P7. All pupils meet the Secondary SfP team during their two-day induction in June and, at the same time, parents are introduced to the SfP team at the welcome evening also held during the two-day induction programme.

Liaison with Breadalbane Academy

In general, most of our pupils continue with their education post S4 at our partner school, Breadalbane Academy. Throughout Secondary there is a liaison process where our pupils take part in activities with their peers from Breadalbane.

Transition Post 16

S4 preparation for Post 16 transition includes Work Experience for all pupils, opportunities to experience college taster courses (where relevant), opportunity to attend a Careers Fair, Skills Development Scotland mentor input, particularly for anyone not moving on to Breadalbane.

This includes support in identifying and applying for college courses or employment. This is co-ordinated through our '16+' meetings where pupil final destinations are tracked.

From S4 to Breadalbane Academy

In the final S4 year the liaison process for pupils and their parents includes:

- an invitation to parents and their children to meet the SMT at Breadalbane and tour the campus;
- pupils visit Breadalbane Academy to meet the staff and sample the curriculum;
- Breadalbane SMT attendance at S4 parents' evenings;
- Breadalbane Guidance staff interviewing pupils for subject course choice in Pitlochry High School with parents in attendance if requested;
- liaison with Breadalbane Academy SfL team;
- on-going links with our Community Link Worker and Skills Development Scotland link who work in both schools.

Transition for pupils with Additional Support Needs

For pupils identified as having additional support needs there is an extended transition period set to enable the handover of information and allow for appropriate planning for the individual, their family and the class teacher(s). Timing of meetings will relate to the needs of the individual and might include additional informal visits to the receiving school and individual classes and departments. Prior to P7/S1 induction Secondary SfP staff will meet with cluster school teachers to discuss transition and possible support needs and in S4 the transition meeting invitations might include our Social Work Colleagues in Adult Learning, Education Psychologist, employers or college representatives and any other agencies involved with the pupil. Where a pupil requiring additional support transfers from another school mid-session a meeting would be arranged within a very short time scale to allow this to happen as quickly as possible.

In the Secondary department specific information relating to pupils with ASN is made available to all members of staff by the Support for Pupils team before the 2-day induction in June and then again after the summer break. This type of information is updated on an on-going basis.

Useful contact details:

- Miss A Mitchell DHT Pitlochry High School;
- Mrs K Gatehouse DHT Breadalbane Academy, tel: 01887 822300 KAGatehouse@pkc.sch.uk;
- Ms Tricia Wood, Skills Development Scotland, Patricia.Wood@sds.co.uk.

Support for Pupils Leaving School

Our Skills Development Scotland Coach is introduced to all S4 pupils and throughout the Social Education programme will talk to all of them about Career Management Skills, the SDS website 'My World of Work' and how to access other information regarding Post 16 options.

For those pupils considering leaving school at the end of S4 there will be a more intense programme of support including preparation of CV's, application form completion and how to access funding including possible grants and bursaries.

Where it is known that a child will require additional support for the Post 16 transition the SDS Coach will be involved in the ASN meetings prior to S4 with a view to supporting the family beyond the end of S4. Other stakeholders include our Social Work colleagues in Adult Learning, Education Psychologist, employers or college representatives and any other agencies involved with the pupil.

The destinations of all pupils are monitored through our school '16+ meetings' that includes school staff, P&K Opportunities for All Co-ordinator, our Community Link Worker and our CLD Youth Worker.

How to access further information/useful contact details:

- Ms T Wood, Skills Development Scotland Patricia.Wood@sds.co.uk;
- Skills Development Scotland website - www.myworldofwork.co.uk.

The Curriculum

Nursery

Welcome to Pitlochry High School Nursery, which is established in an attractive open plan area. We are a pilot Nursery for 1140 hours and are open from 08:00-18:00, 45 weeks a year.

Maximum available spaces – 56.

Admission - the catchment area for the Nursery, is the town of Pitlochry, villages of Killiecrankie, Logierait, Straloch and the surrounding rural area.

Pitlochry High School Nursery is registered with the Care Inspectorate, who inspect our provision annually. You can access a copy of the latest inspection report from the School office. The Care Inspectorate makes sure that care services meet the National Care Standards so that people who use care services get the quality of care they are entitled to. They deal with complaints or supply further information. You can contact them at:

Care Inspectorate Office
Compass House
11 Riverside Drive
Dundee, DD1 4NY
Telephone: 01382 207100
National Telephone: 0345 6009527
Website: www.careinspectorate.com

Criteria for admission - places in the Nursery are allocated firstly to children in their pre-school year, ie those children who will be four years of age by the end of February of each year, who live in the catchment area.

Places will then be offered to children who have registered and who will be three by the end of August. Thereafter, if places still remain, these will be offered to children once they become three years of age, to start at the beginning of the next term.

Since Pitlochry High School is now the only provider of pre-school education in Pitlochry, it would be expected that places would be made available by Perth and Kinross Council as these become necessary.

Full details of the process to be followed are included in the Policy and Guidelines for Admission to Nursery Schools which is available from the office when registering children in February of each year.

Pitlochry Nursery also has a provision for some 2 years old children, called Strong Starts. This was introduced in August 2014 as part of the Government's commitment to providing 600 hours of free Early Learning and Childcare for eligible 2 years olds whose parents meet certain benefits criteria. Now included in 1140 hours. Eligible children will join our Strong Start programme and will be able to access a maximum of five sessions. Each session will be approximately three hours ten minutes with start times agreed with individual schools. The 2 years old children may be eligible for a place if a parent is receiving any of the following benefits:

- Income Support (IS);
- Income-based Jobseeker's Allowance (IBJSA);
- Any income related element of Employment and Support Allowance;
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105;
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £7,320;
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999;
- Universal Credit where the monthly earned income does not exceed £610;
- Incapacity Benefit or Severe Disablement Allowance;
- State Pension Credit.

Entry to Nursery - it may take a little while for your child to settle into Nursery, so please be prepared to stay with your child until he/she is settled and happy to be without you.

Educational experience in the early years should:

- develop children's understanding and value of themselves and others;
- enable children to acquire and build on knowledge, skills and attitudes in a planned learning environment;
- provide opportunities for children to express feelings, opinions and ideas;
- foster an enthusiasm and appetite for learning;
- promote independence by offering children the freedom and flexibility to take responsibility and make choices;
- maximise the unique opportunity to develop relationships with the family and the community.

In Nursery, we follow the Pre-Birth to Three Curriculum and the Curriculum for Excellence Early Level. Central to this is the Wellbeing Wheel. This simply means that we are working in partnership with parents and carers to make sure that the children are safe, healthy, active, nurtured, achieving, respected, responsible and included. (SHANARRI for short).

The staff manage the Nursery as a team and therefore they divide the children into groups for observing and assessment procedures.

Information - all information is placed on the parents' room noticeboards, so please make sure that you read things daily to find out about any activities taking place in the Nursery. If a relative or friend is regularly picking up your child, please make sure that they also read the information. There is a Facebook page called Pitlochry High School Nursery Page (this is a closed page, please ask to join).

Emergency closure - if weather conditions are poor and deteriorating please phone the office prior to setting out. If Pitlochry High School has to close during the day you will be contacted. Please make sure we have an emergency number or, where relevant, the number of your place of work.

Library - Each week your child will be given the opportunity to bring home a library book from Nursery.

We will provide your child with a book bag with a name label. The School has bought smart bags for all the children. Parents will be asked to pay for any **lost** bags. We will keep a record of all books borrowed. Please ensure your child returns their book and their bag each week.

Research has shown how valuable early experiences with books can be. Through sharing and enjoying stories with your child you will be helping to develop early literacy skills so necessary for learning to read.

Name Board - we have a personal 'clocking in' system for each child which we will explain to you on your introductory visit to Nursery. Staff will be on hand when your child first attends, to show him/her how to do it.

Clothing - please send your child in clean, sensible, but not 'Sunday best' clothes. Remember, he/she will be painting, playing with water and sand, running and climbing outside etc and although we do provide suitable aprons for art and snack helpers, accidents do happen. Please also provide slippers or indoor shoes when your child comes in boots. Where possible make sure that the clothes will give him/her freedom to become involved in all activities. Please avoid very tight trousers, braces etc and ensure that in cold weather suitable footwear and coats are worn.

Children will be playing outside during the winter, so hats and gloves are essential. Please mark all clothes with your child's name. Biro on a label will suffice. If you could also provide a spare pair of wellies we would be most grateful.

In case your child has an accident, we ask you to provide a spare set of clothes. Please bring these on your child's first day and put it on their peg in the cloakroom. Parents are encouraged to discuss children's toileting needs prior to entry.

Parents in the Nursery - if you wish to spend some time in the Nursery you will be most welcome. You do not need to have any special talent (musical, artistic). We hope that some of you, mums, dads, grandparents and carers, will be free to join us. Please do not worry if you cannot visit because of other commitments. We are sure you can help in some other way.

The Nursery receives support from other agencies within the community when this is required:

- the Speech Therapist;
- the Educational Psychologist, Occupational Therapist, Physiotherapist, School Doctor and Pre-school Health Visitor are all available;
- the Dental Health Educator Team pays a visit to Nursery once a year spending time with groups of children and present an educational puppet show;
- the Police are also available to talk to parents if necessary.

Nursery objectives - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included:

- to provide a safe and nurturing environment in which children can feel happy, secure, included and respected;
- to encourage the emotional, social, physical, creative and intellectual development of children;
- to promote the health and welfare of children;
- to encourage positive attitudes to self and others, and to help develop confidence and self-esteem;
- to create opportunities for learning through active play, indoors and outdoors;
- to encourage children to explore, appreciate and respect their environment;
- to provide opportunities to stimulate interest and imagination, motivating children to achieve;
- to extend children's abilities to communicate ideas and feelings in a variety of ways.

Insurance - the Authority insures against its legal liability for

- (a) accidental personal injury, or
- (b) loss or damage to property of third parties.

Parents are advised that no insurance cover is maintained for circumstances in which Perth & Kinross Council does not have a legal liability. Parents may wish to consider their own insurance arrangements. We hope that your child will have a happy time at Pitlochry High School Nursery. Please remember, if you have any query, no matter how small, do not hesitate to contact us.

Primary

The Curriculum

At Pitlochry High School we aim to prepare our pupils with the skills for life, learning and work that they will need for their future in our fast, ever changing world. Curriculum for Excellence gives a clear structure through which we can help pupils develop into confident adults, successful learners, responsible citizens and effective contributors to society.

Through Curriculum for Excellence, every child is entitled to a broad general education. Their learning opportunities will enable them to acquire a depth of knowledge and skills that will help equip them for their future within a world of work, in which new jobs and skills bases that do not yet exist may be required. The learning experiences we deliver offer all pupils the opportunities for personalisation and choice, with planning and tasks helping pupils to make connections and links in their learning. All pupils will have opportunities to enquire and find solutions, make sound judgements and challenge opinions.

Activities are structured so that all pupils work at a pace from which they are able to develop, with challenge and consolidation built in to extend and review learning as and when appropriate. Curriculum for Excellence delivers learning outcomes through eight main subject areas:

- Expressive Arts;
- Health and Wellbeing;
- Languages;
- Mathematics;

- Religious and Moral Education;
- Sciences;
- Social Studies;
- Technologies.

Pupils from Nursery to Primary 7 follow these core subject areas which detail the knowledge and understanding, skills, capabilities and attributes we hope they will develop. These subject areas allow learners and teachers to have the freedom to think imaginatively about how learning opportunities might be organised and planned for in creative ways which encourage deep, sustained learning journey.

Inter-disciplinary learning offers a context for pupils to be inspired, stretch and be motivated in their learning. Making connections with other areas of learning, grouping experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Through revisiting a concept or skill from different perspectives deeper understanding, more coherent and meaningful learning can take place. Interdisciplinary studies can also take advantage of opportunities to work with others who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society. Important themes such as enterprise, citizenship, my world of work, sustainable development, international education and creativity are developed in a range of contexts. Learning relating to these themes is therefore built into the experiences and outcomes across the curriculum areas. This approach reduces the need for other layers of planning across the curriculum.

At Pitlochry High School we take great pride in the variety of learning opportunities pupils experience across the course of an academic session. These are planned around clear purposes and can take the form of individual one-off projects responding to a significant event or longer courses of study. They support the use and application of what has been taught and learned in new and different ways and provide opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project. Clear connections with literacy, numeracy and health and wellbeing across learning are key to each learning context, including developing global citizenship, financial education and taking part in outdoor learning.

Our learners are actively involved in all aspects of their learning journey through co-operative learning, taking part in challenging, thought-provoking tasks and developing their critical thinking skills.

Pupils work with their teacher at the start of each term to plan their learning, putting their ideas and their voice on the table. We offer outings into the local community to help promote active citizenship and raise awareness of positive community partnerships. Educational outings also support learning in the classroom setting, offering learners different opportunities to transfer their knowledge and skills. Pupils can take part in a residential trip during their Primary 7 year where independence and adventure promote successful learning and develop confident individuals.

In our school we are committed, both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This is undertaken in partnership with parents and takes account of the individual needs of pupils and the views of parents. We welcome and encourage diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a long-term aim that each pupil will be able, in due time, to make their own response to what they have learned and be better prepared to think out the issues confronting them after they leave school. We encourage all who are involved in the life of our school to act in a considerate and respectful manner towards others.

Through our Religious Education Programme we aim to offer a non-denominational approach, yet bring the pupil into an awareness of the religious dimension of life with particular reference to Christianity as a basis of our culture. We aim to make children aware of other world religions throughout their time in our Nursery and Primary Department.

All religious and moral education, however, is not achieved through the content in the formal curriculum, but much is achieved by perception and example within the school and by the creation of a secure and trusting relationship between pupil and school. In line with guidance from the Scottish Government we hold at least six assemblies per year which give the opportunity for religious

observance, in addition to the regular assemblies which celebrate the week-to-week life of the school. These assemblies are non-denominational, inclusive and built on Scotland's strong Christian traditions as well as promoting the understanding and acceptance of other faiths and beliefs. They provide opportunities to reflect on the spiritual and moral dimension to life in our multi-faith world.

Learning in Health and Wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future. Through our Health and Wellbeing programme we aim to support pupils to develop self-awareness, self-worth and respect for others. We will offer pupils opportunities to meet challenges, manage change and build relationships. Pupils will develop their understanding of physical, mental and spiritual wellbeing and develop their social skills. We aim to involve parents in the planning and delivery of Relationships, Sexual Health and Parenthood Education in Schools and we will continue to do this in a variety of ways including parents' evenings, home activities to complement classroom delivery and parent question and answer booklets. Where a class will be discussing sensitive aspects of this curriculum area, information can be discussed with the class teacher giving a brief overview of the learning areas that will be covered. This information can also be found on our school website in the class areas.

As a Health Promoting School, we will offer pupils opportunities to participate in a wide range of activities which promote a healthy lifestyle, learn about where to find help and resources to inform choices. These opportunities are on-going throughout the school year.

We are working to further improve and enhance opportunities for parents to be involved in their children's learning. This is done through a class app called seesaw where parents/carers can see their child's learning and comment on their work. This strengthens the home/school link and supports learning at home. We also offer information evenings and written reports twice a year.

We are working with the Parent Council to involve our Parent Forum in organising informative workshops, more opportunities to explore their children's learning in school and develop a record of learning for pupils. Further information about these developments will be detailed by the Parent Council.

Secondary

The Curriculum

Broad General Education

This curriculum has the learner at its heart and supports all young people to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

All children and young people are entitled to experience:

- a coherent curriculum from 3 to 18;
- a broad general education, including well planned experiences and outcomes across all the curriculum areas, this should include understanding of the world and Scotland's place in it and understanding of the environment;
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities;
- opportunities for developing skills for learning, skills for life and skills for work;
- opportunities to achieve the highest levels they can through appropriate personal support and challenge;
- opportunities to move into positive and sustained destinations beyond school.

Experiences and outcomes set out expectations for learning and development in:

- Expressive Arts;
- Languages and Literacy;
- Health and Wellbeing;
- Mathematics and Numeracy;
- Religious and Moral Education;
- Sciences;
- Social Studies;

- Technologies.

Curriculum levels describe progression and development.

The courses are designed to ensure pupils experience:

- challenge and enjoyment;
- breadth;
- progression;
- depth;
- personalisation and choice;
- coherence;
- relevance.

The experience and outcomes under Curriculum for Excellence are at five levels:

- Early – the pre-school years and P1 or later for some;
- First – to the end of P4, but earlier or later for some;
- Second – to the end of P7, but earlier or later for some;
- Third/Fourth – S1-S3, but earlier for some, the fourth level broadly equating to SCQF level 4;
- Senior Phase – S4-S6 and college or other means of study.

During the Broad General Education pupils will cover:

English, Mathematics, Modern Languages, Science, Social Subjects (History/Geography/Modern Studies), Home Economics, Technical, ICT, Art & Design, Music, Physical Education, Religious Education, Social Education/Study Skills.

In S3 we have developed a curriculum that allows for more personalisation and choice. In S3 pupils choose 10 subjects to study then at the end of their Broad General Education they choose seven that they will take forward to National Qualifications.

Subjects

English

English courses from S1 to S4 equip pupils with the skills and knowledge required for success in literacy across the curriculum. As a key part of their broad general education, we enable pupils to develop confidence and competence in communication in all forms.

In mixed ability classes, pupils work individually and in groups to explore a wide variety of texts, across a range of genres (poetry, prose fiction and non-fiction, drama and media etc.). Broadly, the Outcomes and Experiences at Level 3 and 4 enable each child to develop skills as creators of texts – as confident communicators in speech and writing; and competent critical consumers of text through analytical and evaluative reading and writing tasks.

All pupils are required to follow a programme of personal reading in school and at home. We work closely with the Learning Resource Centre to provide rich opportunities for pupils to engage with language and with the world of books.

In S1 and S2, one of our five weekly periods is dedicated to knowledge about language, focussing on the key skills of accurate spelling, punctuation and grammar. Our courses up to and including S4 enable pupils to develop and demonstrate their skills in writing for a range of purposes (eg creative, reflective, persuasive, informative, discursive) and in a range of genres (eg essay, short story, letter, article, film, script etc).

Skills in talking and listening and in critical thinking are developed through structured classroom dialogue.

Attainment in English is very good and is consistently well above the national average.

As a department we demonstrate our commitment to inclusion and to meeting the needs of all our

pupils through using a variety of methodologies, through differentiated resources and excellent partnerships with SFP and with the LRC.

We take a very active role in creating interdisciplinary learning opportunities such as filmmaking, media reporting and the Youth Philanthropy Initiative (YPI).

The well-established cross-department working in our school also offers our pupils numerous opportunities to develop their skills in literacy and to apply them across the curriculum, for example through initiatives such as the Rapid Response Engineering Challenge, the John Muir Award, Junior Rangers and Duke of Edinburgh.

Assessment of pupils' progress is continuous and entails a mixture of self, peer and teacher assessments, both formative and summative. Pupils regularly self-evaluate their confidence in the development of their skills. These judgments, along with the variety of evidence collated over S3 will form the basis for presentation for final assessments at National 3, 4 and 5.

Social Subjects

The three Social Subjects of Geography, History and Modern Studies are taught in Pitlochry High School. Courses are developed to enable pupils to work effectively at the level which best suits them and at all times pupils are encouraged to work to the highest level possible.

In S1 and S2 the Geography, History and Modern Studies courses are taught in "blocks" of time before the pupils move on to the next social subject on the rota.

As part of the Broad General Education in S1-3 courses have been designed to develop the Four Capacities in our pupils and the department collaborates closely with others across the school to deliver The John Muir Award and the Rapid Response Engineering Challenge.

Both ventures are well suited to the teaching of a modern, skills-based, practical Social Studies programme.

Course work is assessed on the basis of performance in class and homework; tests and exams are also given at key times in each subject. These results and pupil progress are recorded in pupil folders to help them identify their next steps and they are passed on to parents through regular reports and at parents' nights.

Courses are taught in varied and imaginative ways using co-operative learning, textbooks, ICT, DVDs, worksheets and in other ways. Literacy, Numeracy and Health & Well Being skills are embedded in our courses. Fieldwork and investigating are also key features of each of the courses as is the development of subject specific skills in order to prepare pupils for progression to National 4/5 courses in Geography, History and Modern Studies.

Art & Design

In the secondary department pupils continue to build upon and develop the skills learned so far through their contact with the Art department during primary stages.

In Art and Design learning is experienced in three areas: Expressive Activities, Design Activities and Critical Evaluation of the pupil's own work and the work of known artists and designers. Materials used will vary from the traditional use of paint, drawing, printmaking and 3D work using clay, to the increasing use of technology, through the use of ICT and the media of Photoshop. The pupils have the opportunity to experience Inter-disciplinary Learning through art projects which are linked to work carried out in other subject areas. Pupils will be involved in competitions both locally and nationally ranging from the Rotary Art Prize to the Junk Kouture fashion show.

Senior pupils who choose to take Art and Design at National 4 and 5 levels will complete units of work within both the elements of Expressive and Design with the Critical element now embedded into those practical units. The course will give pupils the opportunity to explore a wide range of media while developing an understanding of the expressive and design processes. Pupils will develop skills in critical evaluation and are encouraged to relate the work they do in school to the world of art and

design outside the classroom.

Modern Languages

Welcome to the Modern Languages department. We are part of the Faculty of Languages, which also includes English.

As the world continues to shrink due to the increasing role that technology plays in our life, a Modern Foreign Language becomes more and more important in our role as global citizens. Scotland, and Highland Perthshire in particular, has become a popular tourist destination for many countries and we trade and export goods and services to Europe and the wider world. There are an increasing number of global job opportunities for a wide range of skilled people. Language skills are highly valued in the workplace. Learning a language allows us to appreciate another culture and learn about a different society.

All pupils from Primary 1 to S3 are entitled to learn two Modern Foreign Languages thanks to the Scottish Government's 1+2 Policy. In all schools in Pitlochry High's catchment area, pupils learn French from Primary 1. Pupils in Primary also receive an input in Gaelic. In S1 and 2, pupils continue studying French for 3 periods a week. We work closely with all cluster primary schools to ensure that the transition from P7 to S1 is as smooth as possible.

In S1 and S2, pupils also receive two periods a week of Spanish. This course is aimed at complete beginners, providing a second modern foreign language input, and allowing pupils to draw comparisons across three languages (English, French and Spanish). This also allows pupils to communicate with a large percentage of the World's population.

In S3, pupils are given a choice of continuing with French, Spanish, Languages for Life and Work or some combination of these. The S3 French and Spanish courses begin to prepare pupils for National 4 and 5 qualifications, as well as providing a broad general education. The language covered goes into greater depth and covers more grammar than in S1 and in S2, in order to set pupils up for later qualifications. The S3 Modern Languages for Life and Work award is a practical skills course resulting in an SQA qualification. This provides learners with the opportunity to develop language skills alongside employability skills; whilst also being able to pursue their own interests in a cultural context and is ideal for those not intending to continue with a language in S4.

In the department, we run mixed ability classes as this has shown to be more beneficial to language learning. We take part enthusiastically in interdisciplinary whole-school projects. Over the past year, this has included leading the school's European Day of Languages initiative and taking part in the Rapid Response Engineering Challenge, as well as leading activities on Inter-Disciplinary Learning afternoons.

Most homework is issued to pupils in the form of learning and revising both vocabulary and grammar. If no formal homework is issued, pupils are expected to check their jotters for new phrases and to be revising these regularly – ideally three times a week. All pupils are encouraged to seek advice from their class teacher if they are struggling. Help is readily available at break time and lunch, and many pupils take advantage of this open-door policy.

We in the Modern Languages department believe in making languages fun and accessible to all. We do this through a range of means, including access to ICT, authentic materials such as music, films, YouTube videos, magazines and co-operative learning.

We also subscribe to many websites which pupils can access for free at home. We encourage pupils to take part in trips abroad, we organise outings to see foreign language films and we encourage the pupils to research and learn about other countries and cultures.

Technology - Computing Science

In our modern technological society, computing technology is everywhere, enabling us to apply our knowledge and skills to extend our capabilities and satisfy human needs and wants. By learning more about it, young people are better equipped to be informed, skilled, adaptable and enterprising citizens.

While studying Computing Science, pupils will develop an understanding of the role and impact of computing technology in society and the potential to use it for the benefit of themselves and others.

They will be challenged to think critically about the design and usability of systems while exploring the social, ethical, economic and cultural impact of these technologies.

Insights from “computational thinking” are explored to help learners to think about problems in ways that can be solved by computer systems.

We also explore the many ways in which information technology has had an impact in Scotland and worldwide, including its effect on the world of work, study and a range of careers. Cyber security and coding skills are currently key areas which offer challenging and rewarding employment opportunities.

S1/2 Computing Science Course

In S1 and S2, pupils follow a Curriculum for Excellence (CfE) course in which they develop technological skills and knowledge in Computing Science, Digital Literacy and Business contexts. Opportunities are taken to enhance learning by working with other departments on cross-curricular tasks. This might include comic creation and film making.

In S1, most pupils will be working within Level 3 of the Computing Science experiences and outcomes (E’s and O’s). The course includes simple 3D animation, making web pages, discovering how computers work, and simple game programming using the Scratch environment. Opportunities are taken to explore aspects of numeracy, literacy and health and wellbeing throughout the year.

In S2, the course includes using software to design 3D objects, learning some of the history of computing, using online collaboration environments such as cloud-based document sharing and developing knowledge of ways to stay safe online. We also carry out some activities using Office applications such as a spreadsheet to cover outcomes within Business Contexts. Towards the end of S2, the Computing and Technical Departments work together to deliver a 3D Challenge unit where pupils use computer-based design and manufacturing technologies and work in teams to design and create a 3D product using either a 3D printer or laser cutter.

Pupils also explore further aspects of programming eg controlling robots to enable them to develop their computational thinking skills together with more generic problem-solving skills.

S3 Computing Science Course

In S3, pupils can choose to continue their study of Computing Science to extend both their knowledge and practical skills while learning how to solve a range of computer-based problems. The course includes learning more about how computers work and explore programming in both physical computing (Arduino microcontroller technology) and Virtual worlds (Raspberry Pi technology in programming a Minecraft world). Web programming is explored in more detail using both HTML and CSS with both online resources and Raspberry Pi. The theme of environmental impact of technology and keeping data and systems secure are also covered.

S4 Computing Science Course

In S4, pupils start a one-year course to gain a National Qualification in Computing Science which will normally be at either National 4(N4) or National 5(N5) level. At N4 level, the course consists of three Units: Software Design and Development, Information System Design and Development and a practical assignment.

At N5 level, the course consists of four Units: Software design and development, Database design and development, Web design and development, and Computer Systems.

The N5 course includes programming in a general-purpose programming language, currently LiveCode, learning about relational databases and Structures Query Language (SQL) using Access, and Web page creation using HTML. CSS and Javascript.

An eight-hour practical N5 Assignment tests learners’ abilities in both designing and creating solutions to problems in programming, databases and web page creation. This contributes about 30% to the final award. Theory work studied throughout the course ensures that candidates are well prepared for both the assignment and the written exam paper.

Those who are successful in the National 5 course will be well prepared for studying Computing Science at Higher Level.

Mathematics

During the year in Maths all students will continue developing the level that they were progressing through in Primary. Together, as a class, we will consolidate and investigate Maths principles. Individually each pupil will be challenged to expand and apply their abilities practically.

Every learning topic (past and present) for every class can be viewed on the school Maths website. These let you know what topic will be encountered each week and all have matching videos, textbooks & interactive learning links.

Calculators are necessary in some topics and pupils are encouraged to have and use their own scientific calculator. Initially, most calculations will be performed mentally to help improve numeracy skills.

Pupils will have opportunity to enjoy team and individual challenges in Mathematics while developing key numeracy skills through problem solving.

Mathematics, like many things in life, can often be challenging and sometimes frustrating. Together we will use these top tips to maximise your achievement throughout your Maths careers:

- Ask Questions – these can be great to discuss new ideas or even to get specific help or further explanations.
- Complete Classwork – When you run out of time in class, take a few minutes to complete the work at break or home. This means you will have experienced the full topic.
- Use the Website – All class learning and coursework is available on the school Maths website page. You can access this from home if you can't make it to class.
- Be aware of what you know – You are the master of your own learning, keep your profile up to date with how the topic went and how you feel about it. This lets us target specific areas for improvement or enjoy some topics that you are good at already!

Music

The Music department provides a wide variety of experiences for all pupils from Nursery to S4. Pupils from Nursery to S2 gain experience in practical music making on a regular basis. Pupils in S3 and S4 can choose to study Music in more depth and be presented for new National Qualifications in S4.

Secondary pupils have the opportunity to play guitar, bass guitar, keyboard, drum kit, tuned percussion and ukulele in our group performances. Pupils who play other instruments are encouraged to bring them along to our class performances. They also use music technology to record their performances and compositions.

The Music department benefits from instrumental instruction in piano, brass, woodwind, upper strings, cello, guitar, vocals and percussion. Most of these are on offer to both our Primary and Secondary pupils subject to availability.

Pupils are encouraged to showcase their skills and talents to the school community at Fairtrade coffee mornings and school services and shows. They also perform in the wider community for events at the Moulin Hall, Aldour Sheltered Housing, James Court and Balhousie Care Home.

There is a school orchestra and a ceilidh band will also be formed whenever possible. All pupils are encouraged to participate in our music and drama productions.

Science

S1-S3 Science

Pupils in S1-S3 are encouraged to develop their scientific enquiry skills across various different topics and in varied contexts such as Forensic Science, Biodiversity and Space.

Pupils develop their Literacy through writing formal investigations, research tasks, experimental reports, presentations to the class etc. Pupils also develop their Numeracy skills in Science; when analysing results pupils are required to record results in tables, pie charts and graphs. In addition, they are required to interpret graphs.

Pupils are given the opportunity to progress towards achieving various Health and Wellbeing outcomes such as managing risk, working with others & contributing to the community through the John Muir Award. The John Muir Award provides the pupils with an opportunity to discover and explore the local environment. In addition, they contribute to the community by tree planting at Dun Coillich.

The course is designed to give pupils the skills that will allow them to progress in Science beyond S3.

S4 National 4/5 Biology, Chemistry & Physics

The three available discrete Sciences at National 4/5 (Biology, Chemistry and Physics) each build upon the work pupils have done in S1-S3.

The Biology course focuses on topics such as Multicellular life, Life on Earth and Cells. Chemistry focuses on the periodic table, different types of bonds between elements and acids and alkalis. The Physics course focuses on topics such as Mechanics, Space and Electricity.

Science pupils will be encouraged to develop their literacy and numeracy skills further by writing reports, giving presentations, interpreting numerical data from experiments, solving equations and more. In each Science pupils will also further explore Health and Wellbeing outcomes by learning about pollution and how it affects the Earth.

Successful completion from a National 4 discrete Science allows progression into any of the discrete Sciences at National 5 level.

Successful completion of a discrete Science at National 5 allows progression onto the related Higher course.

S4 National 4/Access 3

The National 4/Access 3 Science course builds on the Level 3 Science outcomes that pupils covered in S1/2. The course covers a broad range of Science topics with a practical focus. Pupils are also given the opportunity to complete outcomes related to Literacy, Numeracy and Health and Wellbeing.

All assessments are internal so there will be no final exam. Pupils will gather a range of evidence over the course of the 2 years to include Unit assessments which will be on a pass/fail basis.

Successful completion of the National 4 Science course allows progression to National 4/5 Biology, Chemistry or Physics.

Physical Education

At Pitlochry High School, we recognise the Scottish Government's commitment regarding the positive impact that physical education has on a pupil's health, educational attainment and life chances. Physical Education provides learners with a platform from which they can build physical competences, improve aspects of fitness and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

PE Kit, Changing Rooms and Valuables

Pupils are required to have a full change of PE kit regardless of illness (unless unable to change) and will need the following:

- change of footwear;
- dark shorts;
- white T-Shirt and House T-Shirt (both available for purchase through school office) – either can be worn for PE lessons;
- suitable clothing and footwear should be brought for when the class are working outdoors.

Pupils regularly are given the opportunity to utilise Atholl Leisure Centre and will change at school and walk accompanied down and back to the Centre. We encourage pupils not to bring valuables to school, however any valuables should be kept in the changing rooms which are locked at the start, and opened at the end, of each lesson. Pupils should not carry their valuables around with them.

Broad general education S1-3

Pupils experience and develop their physical skills, physical fitness, cognitive, and social qualities through the participation in a wide range of challenging, progressive and enjoyable physical activities. Pupils experience a variety of practical learning opportunities (eg outdoor and indoor team games, aesthetic activities, racket sports, outdoor education) and are taught in both single sex and co-educational environments, to meet the needs of our all our pupils.

S3 Elective

Pupils who elect to take PE studies in S3 will further develop their performance skills in a range of activities. The central theme of the course is to develop approaches to improve performance through evaluation and analysis. Pupils will explore through the following topics: Get Physical, Get Tactical, Get Leading, Get Composing and Get Ready and will cover aspects of fitness, testing and training, tactics and strategies, developing leadership skills and practices, creativity and compositional form and Literacy skills and the introduction to the four factors in PE.

S4 National 4 and 5 PE

Pupils are assessed both practically and theoretically in both courses and look at the investigation development and evaluation of the factors that impact on performance.

At National 4 pupils are regularly assessed and are required to pass 3 units in Performance, Factors Impacting on Performance and an Added Value Assignment.

Pupils who are presented at National 5 are assessed in two activities in two separate one-off performances. These performances will be marked individually out of 30 and will count toward 50% of their overall grade.

The other 50% is achieved through a portfolio which is assessed externally under a mixture of exam and supported conditions. It is crucial that pupils are engaged in both of these activities throughout the year to maximise their marks and to ensure that they are prepared for their one-off performance.

There are a number of opportunities for pupils at lunchtime and after school for them to improve their performances and we would strongly recommend that pupils engage with these.

Homework Requirements

To be prepared for all classes it is essential that participants have sufficient PE kit for each of the three periods. Homework will be frequent for certificated classes to consolidate the work undertaken in class. Attendance at extra-curricular clubs is strongly encouraged and will help to raise performance standards.

Pathways in PE

Pupils would be able to progress beyond S4 into courses such as Higher Physical Education, Sport and Recreation (SQA Level 5), Community Sports Leaders Award (SQA Level 6) and Outdoor Education.

Religious & Moral Education

Religious and Moral Education is non-denominational in its approach and within core S1-4 RME lessons our course enable pupils to:

- recognise religion as an important expression of human experience;
- learn about and from the beliefs, values, practices and traditions of religions selected for study, other traditions and viewpoints independent of religion;
- explore and develop a knowledge and understanding of religions;
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life;
- recognise and understand religious and cultural diversity and the importance of religion in society;
- develop respect for others and an understanding of beliefs and practices which are different from their own;
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral value;
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation;
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions;
- make a positive difference to the world by putting their beliefs and values into action;
- establish a firm foundation for lifelong learning, further learning and adult life.

If the parents of any pupil wish their child to be excused from Religious and Moral Education, a written request should be made to the Headteacher. The Headteacher, before granting the request, would be willing to discuss the Religious and Moral Education course with the parent, together with the arrangements which would be required for withdrawal.

Assemblies are held regularly throughout the year. A team of chaplains work with the school to visit the assemblies and work with pupils to present at these.

If you have any queries regarding this, please do not hesitate to contact the Headteacher.

Technological Subjects

During first year, the work covered by pupils allows them to gain knowledge, practice and confidence in using a variety of different materials, tools (both hand and power) and processes associated with manufacturing of small artefacts. The second unit of work is used to introduce pupils to technical type drawing, mainly in two dimensions, as well as freehand sketching and rendering.

Through a Curriculum for Excellence pupils have the opportunity to work collaboratively with others in the school to develop achievement through the 'John Muir Award' and CITB Engineering Challenge.

The second year of the course sees pupils building upon their practical skills, but with an emphasis on using the Design Process to solve practical problems. A full design folio is produced before manufacturing the product to solve the initial problem.

Pupils are introduced to formal technical drawing using both drawing boards and computer software in line with current industrial practice.

Computer aided graphics is also a focal point of the course with pupils creating a variety of publicity material in full colour to professional standards. Also in this unit, pupils have the opportunity to work on an enterprise initiative.

Assessment is based upon practical performance in class, formal tests, homework and completed artefacts.

The third year of the course allows pupils to progress into either Craft Construction Skills and/or Graphics.

The Graphics course allows pupils to develop creativity and skills within a 3D drawing environment. Using cutting edge computer software pupils will learn to develop spatial awareness to create a variety of scenes and components in virtual reality. Pupils will work through a series of introductory units to familiarise themselves with all the features and commands of Inventor 13. As they develop knowledge and skills, the choice of task will be influenced by personal interests

The Craft Construction course involves pupils in the manufacture of traditional woodworking construction joints and small pieces of furniture. Pupils work through a series of practice joints before attempting the manufacture of an item of furniture, which will contain most of the practice type joints. Pupils are also taught how to use and maintain the tools and equipment they use. The course is exploratory and experimental in nature and combines elements of personal creativity and choice.

Progression and continuity are provided through the choice of National 4/5 Graphic Communication and/or Practical Woodworking National 4/5.

In S4 Graphic Communication course can be thought of as a graphic language where pupils can present ideas and solutions in a precise and logical manner and develop a methodical approach to problem solving. The course covers areas of 2D and 3D drawing, sketching, computer aided design/drawing, various types of three-dimensional work and the illustration and presentation of drawings in a range of media, eg coloured card, pastels, felt tips and pencils. The course has been designed to meet the present demands of industries using any form of graphical presentation of ideas.

Practical Woodworking course in S4 involves pupils in the manufacture of traditional woodworking construction joints and small pieces of furniture. Pupils work through a series of practice joints before attempting the manufacture of the item of furniture, which will contain most of the practice type joints. Pupils are also taught how to use and maintain the tools and equipment they use.

Work is assessed on performance of two main elements:

- Practical Abilities – how good the craft skills are in the production of the joints and models;
- Knowledge and Understanding – tests on materials, tools and processes.

Home Economics

In Home Economics in S1 to S2 pupils will experience a range of different units allowing them to cover the appropriate Health and Wellbeing and Technology outcomes to level 3. Topics covered include an Introduction to Home Economics, Healthy Eating and the Eatwell Guide, Fabric Time, Food Hygiene, Sensory Analysis, Nutrition and Food Choice, Design and Make activities as well as a Foods of the World topic. Pupils will practice and apply a range of food preparation techniques as well as develop their knowledge in the above areas.

In S3 pupils can opt to study Food Technology and, or, Fabric, First Aid and Nutrition through the Lifecycle. In Food Technology pupils are given the opportunity to complete three courses produced by the Royal Environmental Health Institute of Scotland. Each course is worth 1 credit at SCQF level 5 and comprise Elementary Food & Health, Elementary Cooking Skills, and Elementary Food Hygiene.

Aspects of each course filter into the National courses offered in S4 – Health and Food Technology, and Practical Cookery.

In Fabric, First Aid and Nutrition through the Lifecycle, pupils are introduced to various aspects of additional courses that are also offered in the senior phase – Fashion and Textile Technology and Childcare.

In S4, Health and Food Technology is offered up to National 5 level allowing progression to Higher and Advanced Higher in future years. This course focusses on three units – Food for Health, Food Product Development and Contemporary Food Issues. Practical Cookery is offered up to National 5 level and is primarily a practical course. It builds on food preparation and cookery skills as well as developing knowledge of the function of ingredients and where food comes from.

Personal and Social Education (PSE)

Personal and Social Education and the general Curriculum taught in S1-S4 interrelate to foster in pupils the ability to communicate, solve problems, make judgements, think critically, show concern for others, co-operate, be rational, make informed decisions, work hard and be resourceful.

The Personal and Social Education aspect concentrates on encouraging pupils to participate fully, effectively and with confidence as responsible members of society. Issues discussed include:

- Relationships including LGBT;
- Growing Up;
- Sexual Health;
- Substance Misuse;
- Decision Making;
- Family Matters;
- Parenting;
- Equal Opportunities;
- Study Skills;
- Careers.

Various outside agencies can be involved:

- Community Learning and Development, including Community Link Work and Community Youth Workers
- Police;
- Skills Development Scotland (Careers);
- Community Education;
- School Health Nurse Service;
- RASAC.

On the topic of careers, we have a Skills Development Scotland Careers Coach who, along with school staff, helps with course choice and Post 16 choices. She is also available for consultation with any pupil, as well as being present at some Parents' Evenings throughout the year.

Assessment & Reporting

Primary

As pupils move through Curriculum for Excellence, their progression and development are monitored and recorded using the following levels as expectations. The path most young people are expected to follow is set out below.

All aspects of assessment are an integral part of Learning and Teaching, involving staff and pupils gathering, reflecting on and evaluating learning. This allows staff and pupils to check on progress and identify next steps in learning. This will relate to planned learning experiences as well as those arising from pupil choices in their learning and has the flexibility to meet the needs of all learners.

We monitor pupil progress through continuous assessment as part of Assessment is for Learning. This is done through a number of assessment techniques including discussions, practical tasks, specific assessment tasks and on-going evaluation of daily work.

Learners are actively encouraged to reflect on the impact of their learning, where their next steps lie and what skills they have been unitising through a learning experience. This personal reflection is recorded in Learning Logs, Learning Journey booklets, class books and personal diaries. Parents are also actively encouraged to share their reflections.

Records of work covered and pupil attainment are kept by class teachers and are largely made up of tracking sheets, classroom assessments, annual reports, information passed on from a previous school and Individual Education Programmes or Personal Learning Plans.

Each session, we have two Parent Contact evenings, these will be held in November and March. Parents are invited to come and discuss their child's progress, but we have an open-door policy and parents are welcome at any time to come and discuss progress. We would encourage contacting the school to make an appointment for longer discussions.

You will receive two reports in the school year, one in November and one in March, detailing strengths and development needs in literacy, numeracy and health and wellbeing. Each report will give clear, positive feedback about a child's learning and progress. They also provide indicators of next steps in learning, which are used as a discussion point for learners and their teachers. Please complete the two stars and a wish page and return to the class teacher.

In Primary 7, pupils also complete a personal profile. This is a reflection tool for pupils to use to detail their achievements, both in school and at home, throughout the year as well as detailing their personal skills. Pupils will use these as they move into Secondary Education as part of their transition.

At all times, we aim to ensure all aspects of assessment are fluid and responsive to the needs of all learners and provide a stepping stone to supporting progression and achievement.

Secondary

The Curriculum aims to enable learners to be better equipped for the rapidly changing world we live in, through gaining a wide, up to date and relevant body of knowledge and understanding, skills, attributes and capabilities. Assessment takes place periodically as part of ongoing learning and teaching and at transitions. Teachers use a range of approaches and evidence to assess the different types of achievement across the curriculum, measuring progress in terms of 'how much' and 'how well'. Assessment in the Senior Phase will focus on planned learning across aspects of the curriculum and a substantial part of this will contribute to our young people gaining formal qualifications and awards.

Parents' Nights are normally held as follows:

- October & February S4
- December S1
- March S2
- March S3

All meetings normally take place in the School Assembly Hall. Appointments are timetabled to ensure the best use is made of available time. A letter informing parents of the meetings, together with an appointment sheet (where appropriate) is sent out prior to each meeting.

Parents are most welcome to ask for progress details at other times of the year. Please contact Mrs Rae (PT Support), or Miss Mitchell (DHT Support) in Secondary and Miss Mair (DHT Primary).

Support for Pupils

Miss Mitchell, DHT, leads the Support for Pupils Team and is directly responsible to the Headteacher for the wellbeing of all pupils. The School's policy is to support the education of all pupils and to promote the maximum degree of independence in learning, personal management and social activity of which the individual child is capable. In Pitlochry High School we acknowledge that any child may require support in order to overcome barriers to their learning, temporary or otherwise, and that the underlying principle of support is a reflection of the Getting It Right for Every Child model.

A wide range of factors can lead to this but broadly speaking they fall within four interlinked themes:

- learning environment;
- family circumstances;
- disability or health needs;
- social and emotional factors.

It is an essential aspect of school life that all teachers are prepared to give help and advice to pupils. Pupils are always encouraged to speak to any member of staff if they have a problem. All pupils are supported through our Tutor Group system (based on the Houses; Atholl, Cluniemore and Faskally). This system is vertical and tutor groups are approximately 15 in size with a mix of S1-S4 pupils. Universal support for all children starts here.

The Support for Pupils team encompassing Guidance and Support for Learning, (PT Mrs G Rae) takes main responsibility for an overview of the educational, personal and social development of the pupils. In order to do so the team liaises with parents, their school colleagues (including the Community Link Worker) and a range of partner agencies. Discussions take place weekly at the Support for Pupils meetings and at the six weekly multi-agency Integrated Team Meeting.

Every secondary school in Perth and Kinross is part of a locality based integrated team. This team is a multi-agency group with core members being Education, Health and Social Work. Additional members at our meetings regularly include Community Link Worker, Educational Psychologist and Police Scotland. The responsibility of the group is to identify, plan and access additional support for our pupils and their families when what is currently available in school has been exhausted. This is also where 'Additional Support Needs' cases are discussed. Assessing, planning and making provision for pupils, following an in-house referral identifying a concern. This is detailed below.

Nursery:

- general observation;
- daily contact with parent/carer allows for early intervention if there are concerns;
- monitoring of concerns and discussion with DHT Primary for decision on next steps.

Primary:

- behaviour, social and emotional – oral discussion between DHT Primary and class teacher;
- incident log and record of intervention kept;
- behavioural monitoring process in place.

Secondary:

- emotional/social/behavioural referrals collated through SEEMIS;
- 'cause for concern' sheet completed and passed to DHT Support for discussion at Support for Pupils meeting or referral to Integrated Team Meeting;
- additional learning issues – passed to PT Support for Learning for further assessment.

If you have any concerns for your child and feel they require more support, whether that be long or short term, please contact Miss Mair (DHT Primary), Miss Mitchell (DHT Secondary) or Mrs Rae (PT Support for Pupils).

More information may be obtained in the following ways:

- Contacting the Perth and Kinross Council ASL Co-ordinator, at Pullar House on 01738 476390
- Enquire Helpline on 0845 123 2303 and e-mail: info@enquire.org.uk

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

Enquire offers independent, confidential advice and information on additional support for learning through: Telephone Helpline: 0845 123 2303/Email Enquiry service: info@enquire.org.uk.

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

Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents' Guide to Additional Support for Learning.

- (a) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (b) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

School Improvement

Pitlochry High School has implemented a Quality Improvement Framework which ensures that there is a Quality Improvement Plan in place to take forward all developments being addressed each year. The school reports on the progress made in a Standards and Quality Annual Report which is made available to all parents. This document also gives information about school performance in National Examinations and Attendance, as well as attainment throughout the school over the last three years.

Within both the Quality Improvement Plan and the Standards and Quality Report there is information about plans for improvement and next steps over the coming years. Both these documents can be found on the School website <http://www.pitlochryhighschool.com>.

Summary of Key Improvement Priorities for 2020 - 2021

Our key priority is **Recovery**, focusing on Literacy, Numeracy and Health and Wellbeing for all.

We will also continue to:-

Whole school

- Focus on quality feedback for staff and pupils to plan next steps in learning in face-to-face teaching and online.
- Working groups to focus on Literacy, Numeracy and HWB using data analysis and impact of interventions.
- Working with Skills Development Scotland and partners to increase our working knowledge and practice of Career Education.
- Develop the HPLP with Perth College UHI and Braedalbane Academy.

Leadership

- All staff will continue to influence the direction of school improvement through leading aspects of SIP (School Improvement Plan).
- Staff will continue to carry out individual leadership roles within school e.g. Working group coordinators, collation of Self-evaluation activities, updating school policies etc.
- Continue to review and implement planned programmes of study which may be delivered virtually, to ensure that all learners have opportunities to lead and influence aspects of their learning and achievement in and out of classrooms.

Parental Engagement

In conjunction with Parent Council we will:-

- Ensure consultation with parents is meaningful and subsequent actions directly impact on learners.
- Increase virtual parental participation in their children's learning through a wide range of planned opportunities across a school year.
- Evaluate progress with HPLP and plan new developments as per our Action Plan.

School Policies & Practical Information

Confidentiality Policy

1. The policy of Pitlochry High School is to work with parents in order to promote the welfare of their children. The school aims to build up relationships of trust with children in order that both they

and their parents feel able to raise concerns about safety and welfare in the knowledge that these will be dealt with sensitively.

We aim to reassure parents that the School will always act in the best possible interests of the child and encourage the fullest possible involvement and consultation with parents. However, it is important to underline that it might not always be appropriate or in the best interests of the child to share such information with the parents.

2. Because of the sensitivity of these issues the School will operate on the presumption that anything imparted 'in confidence' will be treated 'in confidence'. This is subject to three qualifications as detailed below.
 - a) Anything imparted in 'confidence' to a member of staff or person approached as an associate of the School, may be shared with a restricted number of colleagues if that person feels in need of support or guidance. This is likely to be the Child Protection Officer, the child's guidance teacher, Headteacher or Depute Headteacher.
 - b) If serious concerns are raised about the safety or welfare of the child (if they are deemed to be 'at risk') the person approached is obliged, in terms of the schools child protection procedures, to pass that information on to the Child Protection Officer for consideration as to whether it should be shared with the appropriate authorities and/or passed on to another agency.
 - c) The School must pass on information when legally obliged to do so, for example, by a court of law.

NB: In all of the above the person approached would not, except in an emergency, breach the confidence without letting the person seeking assistance know. People working with you and your child will only share information about you and your child when they have to.

Information shared with other members of staff will be on a 'need to know' basis.

The School will ensure that pupils are aware that staff cannot offer unconditional confidentiality through PHSE. However, they will be reassured that, if confidentiality has to be broken, they will be informed first and then supported as necessary. The pupils will also be made aware of sources of confidential help available for example GP, School Health Worker, Local Young Person's Advice Groups

Ref: <http://www.pkc.gov.uk/article/17391/Information-for-parents-and-carers-GIRFEC>

Collection from School

All very young children are at risk of harm, if allowed to leave nursery or primary school, or other facilities, unaccompanied. Children themselves must be aware of the importance of leaving school in the way that they are happy with themselves and that their parent has arranged.

In general parents are very good at making arrangements for their children to get home from school but sometimes there can be complications that lead to concerns for the child. These would mainly arise in Nursery and early years but can be issues right through the school. The following examples of good practice, from the Governments 'Safe and Well Handbook', are there to support our decision making.

School – mainly in Nursery and early years

- Ensure that very young children are dropped off and collected by a known adult. Those travelling by bus are escorted to and from the bus by a member of staff.
- Where a child who is due to be collected is not collected, they should be kept in school until an adult can be contacted to discuss the problem and agree a solution.

Parents

- Children in Nursery and P1- 3 must be collected by a parent or responsible adult.
- Contact the school as soon as possible if there is to be any change to your daily 'pick-up' routine.
- Support the school by ensuring that children are aware of who will be collecting them and making any changes to these arrangements known to the child and the school. This includes children

being picked up by an older, more responsible sibling (P5 upwards). There are procedures in place in Nursery and each classroom to make this procedure straight forward but please talk to a member of staff if you feel this would be more appropriate.

- Advise the school of any 'non-contact' adult where there are restrictions in place regarding access to the child.

School - general

- Ensure clear contractual arrangements when pupils, including those with additional support needs, are transported to school by bus or taxi, regarding handover arrangements both between home and transport, and school and transport, supervision if transport arrives before the start of the school day, and action to be taken if in the event of any emergency situation arising during the journey.
- Have regular consultation with parents on 'collection' policy and encourage parents to consider with the school appropriate ages and stages of development when children might be allowed to make their way to and from the establishment independently.

Mobile Technology

Pitlochry High School recognises that mobile phones and other digital devices are now an integral part of our culture and way of life. This is particularly true in relation to young people and such technology can have considerable value, particularly in relation to individual safety.

We accept that technology will play an increasing part in future learning practices in the school, but as with ICT use, this must follow agreed rules.

Primary children are not permitted to use a mobile phone in school during the school day. If they require a mobile phone it must be given to the class teacher for safekeeping until home time.

The School permits Secondary pupils to bring mobile phones and other mobile technology to school but their use is subject to guidelines which must be followed.

- Mobiles etc should normally be switched off during class time and between periods. They can however, use their phones where staff sanction their use and at lunch time and break time only
- Mobile phones should not be used to take unauthorised images of staff or pupils at any time
- Mobile phones must not be used to send offensive texts, bully or harass other pupils or staff
- Mobile technology must be kept secure and is the responsibility of the pupil. The school will take no responsibility for lost or damaged mobile technology
- Pupils must not download inappropriate material to their phones nor store any inappropriate images
- Pupils who do not follow the above guidelines will be required to leave their mobile phones at the school office for the remainder of the day

Anti-Bullying Policy

In all schools, some young people sometimes cause each other hurt. This can be intentional and, more often, unintentional. The most common types of bullying are cyberbullying, calling people names, spreading stories or taking the belongings of others. Thankfully this is infrequent in Pitlochry High School, but nonetheless it may happen.

We do not tolerate bullies. In order to deal with the incidents which do occur, we need to know when pupils are feeling uncomfortable due to the actions of others.

We thus ask that parents, staff and pupils are vigilant and pass information to us which will allow us to identify the problems and deal successfully with them.

If you are concerned that your child is being bullied:

- be aware of the signs and symptoms of bullying and encourage your child to talk openly about issues;
- if you are worried that your child is being bullied, ask him/her to talk about it;
- take bullying seriously and advise your son/daughter to tell someone he/she trusts;

- let your child know you are pleased he/she has told you, you believe him/her, it is not his/her fault and you are sorry it happened;
- do not agree to keep bullying secret;
- help children practice strategies such as shouting “NO”, walking with confidence and running away;
- arrange to meet your child if the bullying is happening on the way to or from school;
- check that your child is not inviting bullying by their own actions;
- do not encourage your child to hit back – this will only make matters worse and such behaviour may be contrary to your child’s nature.

An incident may seem small to you but if a child is upset, he/she should be taken seriously. The matter will be dealt with discreetly and sympathetically, it is important that parents and school work together to solve the problem.

If you are concerned that your child is a bully:

- remain calm;
- do not bully or hit the child – this will make it worse;
- try to find out why your child is bullying;
- talk to teachers, friends and anyone who can give you more information;
- if the situation is not serious, give it time to sort itself out;
- if it is serious, don’t hesitate to get help through the school;
- set realistic, firm guidelines and rules to help your child control his/her behaviour.

In order to encourage our pupils to act responsibly and work towards the wellbeing of all children, our older pupils work with us to eliminate bullying. Primary 7 monitors are on duty at all breaks and will report immediately to the lunch time supervisor or Depute Headteacher should they become aware of any problem.

Promoting Positive Behaviour

Primary

Positive behaviour is the shared responsibility of all who are involved in working within Pitlochry High School. Our policy was generated after consultation with parents, pupils and staff and by it we wish to create a learning environment whereby every young person can realise their fullest potential. This positive environment allows for a purposeful and productive learning experience which will, we hope, lead to increased achievement and high self-esteem. We focus on the positive behaviour and restorative approaches. Please see the leaflet on the school website for more explanation. This makes explicit our expectations of pupils and teaches them to take responsibility for their actions. We use praise and incentives to recognise appropriate work and effort and take account and plan for the individual needs of our pupils.

Pupils follow four classroom rules:

- we will always tell the truth;
- we will pay attention, work hard and always do our best;
- we will be polite, friendly and helpful;
- we will remember to bring all our things to school.

Secondary

In Pitlochry High School we would seek to have an ethos which allows all pupils to learn effectively. This means we promote a quiet working atmosphere, where the emphasis is on good and acceptable behaviour.

All pupils have the right to be members of the school community, which behaves sensibly and shows consideration for others. All pupils are therefore expected to ensure that they consider the effects their actions will have on others and respect other pupils in the school.

A positive Code of Conduct is in place and this is displayed in all classes in the school. It was developed after consultation with pupils, parents and staff and all have thus a reason to ensure that it is successful (this is currently being updated).

Within our policy we attempt to incorporate preventative strategies, focus on the positive, make explicit our expectations, encourage pupils to take responsibility for their own conduct, use praise and incentives and recognize, and take into account, the individual needs of all pupils.

The Code of Conduct contains only three simple rules:

- arrive on time – fully prepared;
- follow all instructions;
- respect yourself and others, their property and yours and your working environment.

Within these four rules it is implicit that pupils:

- come with all jotters, books, pencils and in school uniform;
- arrive on time for all classes and ask permission before leaving;
- listen to the teacher;
- keep the school litter free;
- move around the school in an orderly, mannerly way.

Pupils should also be reminded that:

- valuables should not be brought to school – if money must be brought this should be lodged in the office during the day;
- pupils should always take great care on the roads and pavements around the school grounds;
- pupils should at all times, both in and out of school, show pride in their school and try to uphold it's good name by their politeness, good manners and general conduct.

We strive to ensure that there is a positive ethos within school and that all pupils are respected and encouraged to exhibit good and acceptable behaviour.

Learning at Home Policy

Within Pitlochry High School learning at home is regarded as a positive approach to developing independent learning and the life skills of planning and task management.

Learning at home encourages responsibility and accountability and strengthens home–school communication about student learning.

Learning at home helps children to:

- reinforce and consolidate work/skills covered in class;
- prepare for new work;
- revise for assessments;
- take responsibility for their own learning;
- develop good study habits.

How parents can help learning at home:

Parents/Carers are the most important people in any child's life. A supportive adult at home is one of the best contributions to a child's success at school. When parents/carers and teachers work together children make better progress and develop an interest in learning and habits which will lead to lifelong learning.

Ways parents can help:

- get actively involved with your child's learning, ask your child to explain things you don't understand;

- encourage your child to use his/her diary or mobile phone (Secondary) – make comments in the diary;
- listen to what your child is saying;
- provide a quiet place for your child to work and help them get into a regular routine for planning and learning at home;
- give praise by acknowledging their successes.

What we are looking for:

From pupils:

- use their diary effectively and hand in work on time;
- ask for help when it is needed;
- share homework with parents;
- be involved in self and peer marking with teachers.

From teachers:

- share homework with parents;
- use school web-site to communicate with parents;
- encourage all pupils to use diary daily;
- insist a diary is on display on desk;
- use diary to make comments for parents;
- promote and value learning at home;
- ensure that homework matches child's ability;
- display homework tasks in classroom;
- give feedback timeously, using a variety of methods to mark homework;
- encourage and support pupils through praise;
- offer a time and place in school if required to complete homework;
- follow school referral system as appropriate;
- involve parents/carers to be actively involved with their child's learning at home;
- keep a record of homework tasks given;
- keep a record of homework submitted.

Time for learning at home activities – guidance:

- we hope to encourage all children to enjoy extra-curricular activities provided both by the school and the local community;
- pupils will be given at least several days to complete a task;
- all tasks will be set to meet the needs of each child.

Range of activities

A range of activities will encourage pupils to be independent learners. Homework is not always reading or written tasks. Thinking homework, oral homework, watching the news, as well as playing games are also important. Where possible some activities will encourage parents to be actively involved with their children's learning at home.

Nursery

Very informal – sharing a book with parents, bletcher bags etc. Offering a library service where children are encouraged to borrow books to share with parent/carer, who in turn can feed back to the Nursery teacher, on a sheet, which books were shared/enjoyed.

Primary

Up to one hour per week, this will always consist of literacy and mathematics each week and may sometimes involve practical tasks as well as written tasks in different areas of the curriculum.

In September each year, Primary class teachers will hold a Curricular Evening for parents to explain learning at home and the expectations of the school in relation to homework at each stage. This will be the opportunity to discuss the curriculum at each stage and the related tasks to be completed at

home. It will encourage the participation of parents in their child's learning.

Home learning includes:

- sharing and talking tasks with parents;
- pre-reading games and activities with support of parents;
- reading with support from parent;
- bringing in materials from home to support topic work;
- reading activities – support of parents;
- topic related activities, eg find a picture;
- spelling activities;
- Maths reinforcement;
- preparing oral presentations;
- Maths and language reinforcement;
- research for topic work, investigations and surveys;
- set reading tasks;
- using maths bags;
- using library books.

Secondary

S1/2 – English one hour per week/Maths one hour per week up to a maximum of 10 minutes per period per week, ie two periods of Home Economics = 20 minutes per week or 40 minutes per night. Total up to 6 hours per week (not including PE/PSE/RE).

S3/S4 – on average, each subject will give up to one hour per week of homework.

Pupils can expect to also complete any classwork they missed through absence or failed to complete in class.

Pupils who play a musical instrument are expected to practice a minimum of 20 minutes per day.

At examination times, especially in S3/S4, pupils should expect to spend more time learning at home.

Activities will include:

- discussion with parents/siblings;
- consolidation of class work;
- learning information – developing knowledge and understanding;
- developing skills of problem solving, evaluating, interpreting and reasoning;
- individual topic research;
- encouragement to be reflective and critical of pupils own learning;
- taking responsibility for planning and managing study time;
- preparation for oral presentations;
- set reading tasks;
- revision for assessments;
- practice questions for Standard Grade pupils;
- extended writing – report writing, essays and talks;
- media or Internet research;
- learning vocabulary;
- reinforcement of listening concepts through LTS internet site;
- inventing work;
- preparation for project work;
- redrafting class work, essays and reports.

How to be successful at homework

- Always write your homework into your dairy or phone (Secondary), whichever you choose to use.
- Make sure you plan to do your homework on a night that you are free.

- Share your homework with your parents, let them know what you are doing.
- Talk to your teacher if you need help with your homework, BEFORE the day it is due in.
- Remember to hand it in on the correct day, put it in your bag the night before.

In Primary - What Happens if You Forget? Bring it in the next day – everyone gets one chance. If homework is not given in after that, you will complete it in school (at breaktime or lunchtime).

In Secondary - What Happens if You Forget? Bring it in the next day – everyone gets one chance. If homework is not given in after that, you will complete it in school (at breaktime or lunchtime).

Equal Opportunities Policy

Pitlochry High School is required to conform to the wishes of the Equal Opportunities Commission that opposes all forms of discrimination and states that schools should provide equal opportunities for all children and staff. The philosophy of 'inclusion' encompasses equal opportunities for all.

Aims of Policy on Equal Opportunities:

- to endorse the principle of inclusion for all at our school by acknowledging the nine protected characteristics in the Equality Act ie age, sex, pregnancy/maternity/paternity, religion or belief, marriage and civil partnership, disability, gender reassignment, race and sexual orientation;
- to work to ensure that our expectations, attitudes and practices are in line with inclusion for all;
- to provide equality of opportunity through its ethos and working practices;
- to implement the advice and procedures outlined in the Perth and Kinross Equality Policy.

We aim to provide equality of opportunity for all children whatever their age, ability, gender, race, background or culture. We want all our children to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices do not prevent any child from reaching their potential. As a school we work to employ certain strategies to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work in school. We recognise that a child's self-perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to reduce any bias or stereotyping and promote equality of opportunity.

Equal Opportunities for All Children - we will:

- ensure all children will have equal opportunity within and equal access to all areas of the whole school curriculum – this includes both the programmes of study and attainment targets for the 5-14 National Guidelines and outside areas such as extra-curricular activities;
- take account of pupils' cultural backgrounds, language needs and different learning styles in learning and teaching;
- encourage all children to participate equally in the full range of activities both inside and outside the classroom;
- make efforts to ensure that children in different localities, rural or urban have access to the same opportunities;
- ensure all learning materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and overt or covert discrimination;
- ensure teacher time, specialist support, attention and all resources are given equally to all children;
- encourage all children to work and play freely with each other;
- ensure discipline procedures, notably rewards and sanctions, are the same for all children;
- encourage all children and staff to value each other and build up and maintain co-operative working relationships, both within school and in the community, based on mutual respect for each other.

Parents - we will ensure that each parent/carer is treated in a manner which ensures that they have full and equal access to support, information and resources. We will ensure information is available in an accessible language for all parents, especially parents whose language is other than English.

Staffing - we will ensure that in appointing staff we follow the Perth and Kinross Council guidelines which endorse the statements set out in this policy and avoid discrimination.

Monitoring and Review - practices and approaches involving equal opportunity in terms of age, ability, disability, gender, religion, race or cultural background will regularly be reviewed by all members of staff when auditing aspects of Ethos throughout the school. We will also audit our school policies to ensure they take account of inclusion and equal opportunities for all. Practices and procedures will also be amended in light of any changes to legislation. We will monitor pupil attainment, achievement and progress to ensure that we have equally high expectations of all pupils and that no pupil is underachieving because of race, gender, ability, disability, age of culture.

Accountability - the Headteacher is responsible for the implementation of equal opportunities within Pitlochry High School and will ensure that school policy follows National and Perth and Kinross Policy and Guidelines.

Emergency Closure of the School – Adverse Conditions

All decisions made are to ensure that the safety of all pupils is paramount. Parents are asked to ensure that an adult is at the home address or snow address if adverse weather conditions become apparent.

Closure or Partial Closure at Start of Day

- Parents of children who require transport to school should make sensible decisions, if weather is closing in, not to send children to school.
- Buses will only run if the transport provider believes that the journey can be made safely. If a school bus does not make a journey to school in the morning, it will not normally make the return journey at the end of the day. If you bring your child to school in these circumstances you therefore must be responsible for the return journey.
- A travellers' phone-line will be used to inform parents if school is not opening in the morning. Local pupils should tune in to Heartland Radio from 7.00am.
- Information about school closures can also be obtained from the following sources each morning if there is a likelihood of school closure: PKC Customer Services/PKC Website/PKC Twitter and Facebook.
- Contacting Pitlochry High School – please use this only if other services have been exhausted as many calls must be made at this time on the line – 01796 474666.
- If the school is closed the phone line will have a recorded message confirming closure.

Closure or Partial Closure during the School Day

If a decision is taken to close the school during the school day the following procedures will be adopted.

Nursery Pupils

- All home and/or snow addresses telephoned. Pupils must be collected by an adult.

P1-P4

- All home and/or snow addresses telephoned. Bus travellers transported by bus once destination confirmed by phone call.
- Local pupils must be collected by an adult as arranged by telephone (this may be older brother/s or sister/s (P5-S4) if arranged by parent on the phone.

P5-P7

- Bus travellers leave once destination confirmed by phone.
- Local pupils walk home once confirmed by telephone that an adult is at home or at the snow address.

S1-S4

- Bus travellers leave once destination confirmed by phone.
- Local pupils leave once pupils' suitable destinations are confirmed between staff and pupils. If there is any doubt, or if pupils want to check, that an adult is at the address to receive pupils, all calls will be made after Primary and Nursery calls are completed. Pupils may use mobiles to confirm destinations.

Parents who make the decision to take children home due to adverse weather conditions in their locality, before the school has made such a decision, must report to the office before removing their child from the school.

Health and Safety Policy

Due to the size of this document, please contact the Piltochry High School if you would like to see our Health and Safety Policy.

Pupil Representation

We aspire to give all pupils the opportunity to have a voice in their school and in some of the developments which take place.

In Secondary, we have our Senior Pupil Leadership Team (Head Boy/Girl, Prefects, House Captains), Sports Ambassadors and Pupil Council. We also ensure, as a whole school, that all pupils contribute to an evaluation of aspects of the school each year.

In Primary, pupils are part of Pupil Council, Eco-School, Library Monitors, Peer Supports in Nursery and P1, P7 Monitors, Junior Road Safety Officers and, again, all pupils have the opportunity to give their opinions on aspects of the school's work each year.

We hope that many pupils will take the opportunity to present or lead at assembly, in parents' events and at prize-giving, where they deliver the report of the school year.

School Meals

Primary

School meals are provided on the cafeteria system in a well-designed dining centre. Pupils are expected to choose one substantial main course (hot or cold) as well as a soup or sweet course and the dining centre staff do their best to ensure this. Pupils have a balanced meal made up by the dining centre staff to the cost set by Education and Children's Services for a prepared meal. Free school meals are available to all P1-P3 pupils as from January 2015.

Where pupils bring packed lunches to school, provision is made for them in the dining centre. Education and Children's Services has issued a directive that thermos flasks may not be brought to school unless they are of the plastic non-breakable type which do not keep liquids scalding hot.

Lunches cost at present £2.15 a day. The school operates a cashless canteen system. Parents are encouraged to pay for school meals online on ParentPay. They can then see what their children are eating by checking the statement for the school meals payment item.

There are lunchtime supervisors who oversee the children at all times. All Primary pupils remain within the school boundaries unless parents request that they go home.

Secondary

School meals are served on a 'cafeteria' system in a well-designed Dining Centre (shared with Primary) where pupils choose from a displayed menu. Pupils are expected to select one substantial main course (hot or cold) as well as any soup or sweet course and the Dining Centre staff do their best to ensure this.

Where pupils bring packed lunches to school, provision is made at the far end of the Dining Centre. The Authority have issued a directive that thermos flasks may not be brought to school unless they are of a plastic non-breakable type which do not keep liquid scalding hot.

The School operates a cashless canteen system. Parents are encouraged to pay for school meals online on ParentPay. They can then see what their children are eating by checking the statement for

the school meals payment item.

Transport

Free school transport is provided by the Education Service for Primary pupils who live more than two miles from their designated primary school, when measured by the shortest possible walking route. Bus passes are issued where suitable public transport exists and contract transport is arranged where there is no suitable public transport. Vacant seats on contract transport may be available on a concessionary basis to pupils who are not normally entitled to free school transport. Pupils requiring transport are conveyed as appropriate by buses, taxis, or mini-bus. All afternoon transport leaves at 3.30pm.

Application should be done online <https://www.pkc.gov.uk/article/17284/Schools-transport-and-trips>. Parents of new Primary 1 and Secondary 1 pupils will be notified of deadlines as appropriate. Pupils enrolling during the school year should be advised of the application process if eligible. The Education Service makes a check on application forms issued and times of all transport are given to parents each year and any changes notified immediately. Pupils apply for free transport only once, at the time of enrolment, or if the family moves to a new address. Each year at the start of the new session, Perth & Kinross Council issues new bus passes to pupils for that session.

Uniform

The School favours the wearing of school uniform and is grateful for the support given by parents over the years. Consideration has been given to making the uniform in the school colours as smart but as simple as possible. Trousers, skirts etc can be purchased from any store.

We aim to be ecologically friendly and have a strong, pre-loved uniform shop which we set out in the hall each term. If you require anything at any other time, please just ask at the main office and we would be happy to look for what you need.

Polo shirts and sweatshirts are ordered directly from School Trends, the website address is: <http://www.schooltrendsonline.com/schools/PitlochryHighPrimarySchoolPH165ET/>

All school clothing particularly sweatshirts in primary should be clearly marked with the owner's name so that items found can be returned easily.

Coats and jackets should have a loop in order that they can hang on coat hooks.

The School is required by law to give the cost of special main items of uniform. Details of the uniform, therefore, are given below:

Primary

Boys

Royal Blue Polo Shirt	from £ 9.99
Royal Blue Sweatshirt	from £10.99
Grey Trousers	
Sensible Shoes	

Girls

Royal Blue Polo Shirt	from £ 9.99
Royal Blue Sweatshirt	from £10.99
Navy Skirt (plain or pleated) or Pinafore	
Navy Blue Trousers	
White Socks/Navy Tights	
Sensible Shoes	

Secondary

Boys

White Shirt

Dark Grey or Black Trousers
 Navy Blue/Black 'V' Neck Jumper (no markings)
 Navy School Sweatshirt from £10.99
 School Tie (from School Office) £ 3.45
 Black Footwear

Girls

Plain White Blouse/Shirt
 Navy Blue/Black Skirt or Navy Blue/Black Tailored Trousers
 Navy Blue/Black Jumper/Cardigan (no markings)
 Navy School Sweatshirt from £10.99
 School Tie (from School Office) £ 3.45
 Tights or white socks
 Black Footwear

School is a preparation for the world of work and pupils should always come smartly dressed for school. Casual wear is not appropriate.

Physical Education, both in the Primary and Secondary, should be undertaken in shorts, t-shirts and appropriate footwear; be it gym shoes, trainers or outdoor football boots. The emphasis should be on a change of clothing from normal school uniform to items particularly suitable for physical activity. Shorts and t-shirts or sports tops should be plain in colour and should not include denim or beachwear type items. Football tops are not encouraged and an alternative item of clothing would be preferred. When circumstances dictate tracksuits, sweatshirts or leggings may also be worn on the advice of PE staff. House colours of polo shirt are available to secondary pupils for wearing in PE and these can be ordered via the school office. Pupils are encouraged to order a house polo shirt in the appropriate colour.

Secondary pupils have access to showering facilities and are encouraged to make use of these by including a towel in their PE kit.

Lost property - clothing and personal belongings found will be kept for a month before being given to charity shops. Please inform the school should items of clothing be lost. Items found weekly are displayed for pupils to claim.

School Day

Primarys 1-3

Mornings 09.00-12.10
Interval 10.30-10.50

 Afternoons 13.10-15.30
Interval 14.20-14.30

Primarys 4-7

Mornings 09.00-12.20
Interval 10.30-10.50

 Afternoons 13.20-15.30
Interval 14.20-14.30

Secondary

Morning 08.55-12.45
Interval 11.05-11.25
 Afternoon 13.30-15.30

A warning bell is rung shortly before each starting time so that pupils are ready for the start of each session. The day is divided into eight periods each of 40 minutes:

Tutor Groups 08.55-09.05
 Period 1 09.05-09.45
 Period 2 09.45-10.25
 Period 3 10.25-11.05
Interval 11.05-11.25

Period 4	11.25-12.05
Period 5	12.05-12.45
<i>Lunch</i>	<i>12.45-13.30</i>
Period 6	13.30-14.10
Period 7	14.10-14.50
Period 8	14.50-15.30

Our secondary school is split into three Home Groups, headed up by Mrs Brown in Atholl, Mr Mackenzie in Cluniemore and Mr McKenna in Faskally. Within each Home Group there are three tutor groups structured on a vertical system, with around sixteen S1-S4 pupils in each group.

The groups meet at 08.55 for 10 minutes, giving opportunities for organisational support, recognising and celebrating achievement, peer mentoring and, most importantly, to enable our tutors to get to know the pupils in their group in more depth.

Name of Child Protection Officer

Given on-going public concern on the subject of child abuse and changes in the law, schools are now required to report if they think any child has come to harm as a consequence of possible abuse. In each local authority school a member of staff has been appointed to be responsible for child protection matters and special training has been given. Our Designated Child Protection Officers are Mrs Rae, Miss Mitchell and Miss Mair.

Should you wish to talk further about child protection and the safety of children please feel free to contact the School. As a school, we have good contacts with School Health Workers, Social Workers and Police any or all of whom may become involved if there is suspicion that a child is at risk.

We will always ensure that you are informed and able to participate in any action which we may initiate regarding your child.

If you have concerns about a child, please contact the Council's Child Protection Service. The Child Protection Duty Team can be contacted on 01738 476768 (24 hours).

The Role of the Child Protection Officer:

- to keep up to date with Child Protection issues;
- to inform all staff of Child Protection guidelines and where they are help in the school, held by Miss Mair and Mrs Rae;
- to notify appropriate staff of any children in their care of whom they have concerns or who are on the Child Protection Register;
- to inform Child Protection Officers in other schools at times of transfer;
- to liaise with the Duty Child Protection Team and relevant colleagues in all Child Protection issues;
- to attend appropriate in-service;
- to contribute to the development of sound Child Protection practice;
- to follow the Perth and Kinross Council, Child Protection guidelines and procedures;
- to ensure Child Protection issues are raised appropriately through the Social Education Programme.

The role of all other members of staff:

- to report any feelings of unease about a child's welfare as a result of the child's actions and/or comments to the Child Protection Officer (See Procedures);
- to record the incident leading to the referral using the child's own words where appropriate
- NB the record should be kept in whatever form suits the circumstances, although the member of staff's personal record of events is their personal property and only a Court of Law has a right to see it - however it may be in the child's best interests for this information to be shared with another agency;
- to continue to observe, record and report where appropriate.

In the event of a child disclosing an abusive situation to you:

- stay calm;
- make sure that the child is safe;
- listen carefully to what is said;
- do not give opinions or ask leading questions for legal reasons;
- remind the child that in this situation you cannot maintain confidentiality and must speak to other people in the school (usually Miss Mair or Mrs Rae);
- ask them to come with you if they want to;
- report to relevant Child Protection Officer (or Mrs Liney in their absence);
- continue to observe, record and report.

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.

Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

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