

Stanley Primary School



School Handbook Academic Session 2025-26



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

The purpose of this handbook is to communicate the ethos of our school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parents about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

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Introduction

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

- **School Information**
The first half of this booklet contains information about the school. This is available from the school for parents of pupils at that school, or other parents who want to choose that school for their child instead of the school proposed by the authority.
- **Basic Information**
The second half of the booklet is intended primarily for parents who want to consider a choice of school for their children, and consists mainly of brief details of the Authority's policy on placing in schools, meals, clothing grants, transport, school commencement arrangements etc.
- A complete copy of the basic information booklet is available from Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH PH1 5GD (Tel 01738 476200). This contains lists of the Authority's schools.
- It should be noted that the basic information booklet applies to primary, special and secondary education and that information about nursery education is included in the School and Supplementary Information categories.
- **Supplementary Information**
This includes specialised information which some parents may want for a variety of reasons and which is available on request from Education & Children's Services. Such information relating to a particular school is available at that school.

Whilst the information contained in this school handbook was accurate at the time of publication (December 2024), further changes may have occurred since then.

Dear Parents

Welcome to Stanley Primary School. The purpose of the school handbook is to tell you all about ourselves, the curriculum and other aspects of school life.

Stanley Primary offers a supportive and caring environment where each child is encouraged to flourish to reach their full potential. Each child is important to us as an individual and we take pride in our holistic knowledge of each child. We encourage all children to accept responsibilities through our citizenship groups, in addition to class and stage responsibilities, which helps to develop confidence, resilience and skills for learning, life and work. Children have an integral role in developing school initiatives and class planning – their ideas and opinions are heard and acted upon.

We have a dedicated staff who work together to provide the best opportunities for your children. Staff attend training opportunities throughout the year developing local authority and school initiatives. Within school staff have opportunities to undertake leadership roles to support the work of the wider school community through citizenship groups, staff working groups and pupil vertical group days.

We positively encourage parents to be involved in the life and work of the school to ensure that children have a valued school experience. Parents can become involved in a variety of ways as described below.

Friends of Stanley Primary School, FOSPS, our parent council, meets once a term to discuss school plans, activities and fundraising. Involvement can be varied from attending meetings to supporting events.

Usually, there are regular opportunities for parents to come into school to see and hear about learning.

Parents have an invaluable role in supporting homework which is given out weekly. We welcome support from parents with class context activities and encourage parents to share their talents and expertise with us.

Yours sincerely

Elspeth Higgins
Head Teacher

Delineated Area

Stanley Primary School serves Stanley village and surrounding area. The river Tay serves as a boundary south and east, the A9 to the west and as far as Laguna on the Murthly Road.

Contact Details

THE SCHOOL

Stanley Primary School
The Square
Stanley
Perth
PH1 4LT
Tel: 01738 474100
Email: stanley@pkc.gov.uk
Website: <https://www.stanley.pkc.sch.uk/>

The school building is roomy and well maintained. We have seven large, well equipped classrooms and an Early Learning and Childcare Centre (ELCC) which opened in 1994 and was extended in 1999. Our ELCC offers 1140 hours provision. This can be accessed during term time only between 9.00-3.00 each day or across the extended year of 45 weeks through two eight hour sessions 8.30 – 4.00 and two five hour sessions 8.00 – 1.00 or 1.00 – 6.00.

There is a well-stocked library area which children are encouraged to use to develop personal reading skills. We have a large Assembly Hall which is well equipped with P.E. apparatus and is also used for school meals and packed lunches at present. There is a full complement of computers and printers in the school. The school system has been networked and pupils are able to gain access to the Internet. Digital skills are developed through a range of activities which cover all aspects of the curriculum. A large playing field and tarmac area surrounds the school. We have marked football and netball pitches and one shelter shed for the children's use when it is rainy.

The school has 120 pupils plus 24 in our ELC and Strong Start 2's provision.

HEAD TEACHER

Elspeth Higgins

PRINCIPAL TEACHER TEACHING

Alison Webster

STAFF:

P1	Alison Webster/Miriam Payne
P2/3	Lindsey Tosh
P3/4	Lindsay Finch
P4/5	Deborah Stephen
P5/6	Iona Outram
P7	Rebecca Chisholm
RCCT hours	Amanda Needs/ Jess Falconer

ANCILLARY STAFF:

Janitor	Nan McLeod
Office	Rona Pirnie / Yvonne Ballantine
Pupil Support Worker	Caroline Begg
Pupil Support Worker	Yvonne Ballantine
Pupil Support Assistant	Susanne Billington
Pupil Support Worker	Vanessa Garland
Pupil Support Assistant	Rebecca McClune
Senior Early Childhood Practitioner	Nicola Gorrie
Early Childhood Practitioner (Nursery)/Strong Starts	Petra Corral / Louise Awburn / Kayleigh Sailor with Chloe Taylor and Chloe Nairn supporting other ELC at present
Play Assistants	Fiona Downham / Hifza Ali
Lunch Supervisor	Susanne Billington

VISITING STAFF

Instrumental Tutor	Esther Jack
Pupil Support Teacher	Adrienn Erdelyi
Nursery Support Teacher	Nicola Brown

All visitors, including parents, to the school must report to the school office and sign in and out of the building. A badge must also be worn.

SCHOOL DAY

P1 – P7	-	Begin	9.00
		Break	10.15 - 10.30
		Lunch	12.15 - 13.00
		Finish	15.00
Nursery Sessions	-	Option 1:	9.00 – 3.00 (may collect at 12.10 or 1.00) Other Options available for 45 week sessions.

COMMUNICATION

Throughout the year there are a variety of occasions when school communicates with parents. These include monthly newsletters, text messages, event notes and termly curriculum information sheets detailing the broad learning your child will be undertaking and open afternoons. Parents will mostly receive information from school, as detailed above, via email. You will receive information about forthcoming events from school and/or pupil groups responsible for events. We have a website where you can also find information about the school, current events and dates for your diary. We hold parent contact meetings in

October/November and April/May. Usually, school performances take place throughout the year depending on specific focus areas.

Parents are urged to contact the school should they have any concerns either by leaving a message at the school office or emailing Key Worker or class teacher in the first instance. Should parents continue to have concerns then an appointment should be made with the Key Worker/class teacher to have a further discussion. Should parents continue to have concerns then an appointment should be made with the Principal Teacher or Head Teacher.

COMPLAINTS

Any complaints should be shared with the Principal Teacher or Head Teacher who will investigate and respond.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

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

MONTHLY NEWSLETTERS

Newsletters are sent home via email and are on the school website during the last week of the month providing news of what is happening in the school as well as information regarding early closures (planned or unplanned), school holidays, Friends of Stanley Primary School meetings, school trips, functions, etc.

There is regular contact with home to keep you up to date with school events in the form of information letters which may also come from pupil citizenship groups or senior prefects.



PROSPECTIVE PARENTS

We are very pleased to welcome prospective parents to the school to discuss the curriculum, be shown round the building and meet the staff. There is an induction meeting in May/June for new pupils to Primary One. Pre school children attending our Nursery have regular joint activities with Primary 1. Throughout May and June more formal induction visits are planned. We have a Nursery induction programme for new children/families to our nursery.



ATTENDANCE

Parents are reminded of their legal responsibility to ensure their child's regular attendance at school and, of course, the need for punctuality.

Where possible, Doctor and Dental appointments should be arranged so as not to interfere in the school day.

It is important that family holidays are taken during school holiday periods to ensure continuity of learning and teaching. Holiday absence is unauthorised. Holiday absence requests should be made to school in advance and a standard letter will be issued.

At Stanley we have a procedure for recording and following up pupil absence. To enable us to do this as effectively as possible we require your support and co-operation as parents.

Parents should phone the school on the first day of their child's absence. To support our system we ask that you do this before 9.00am. Members of staff are in school from 8.00am onwards and failing your call being answered an answer machine will be in operation. Absence phone calls prior to 9.00am enable us to identify more quickly unexplained absent children.

Class teachers may also check absences through other family members and friends and this is helpful also.

We follow unexplained absences with a phone call to parents – please ensure our records of your contact details are accurate.

On return to school your child should bring a letter explaining their absence for our records.

LUNCHES

Our school lunches are cooked offsite and delivered to school at present. Children in P1-5 are entitled to a free lunch. School lunches cost £2.25 which can be paid for via ParentPay prior to or on the day the lunch is taken. For further information about ParentPay please contact the school office.

PARENT COUNCILS

FRIENDS OF STANLEY PRIMARY SCHOOL

Our Parent Council is known as Friends of Stanley Primary School. ALL parents are members of the Parent Forum and as such FOSPS membership includes parents, staff, pupils and members of the wider community.

Core Committee Parent Membership

Fiona Reed

Nicki Moncur

Gemma Stewart

Kasia Brown

Staff Membership

All staff

Pupil Membership

Selected from P6 and P7 annually.

The purpose of the Parent Council is to work in partnership with the school and parents to promote a positive ethos and celebration of pupil achievements alongside fundraising and informing parents of school development.

ARRANGEMENTS FOR EMERGENCY CLOSURE DUE TO ADVERSE WEATHER

Parents or nominated emergency contacts of children who travel to school from outlying areas by contract transport or family car will be informed of closure by telephone. Failing this the children will be billeted in the village until they can be taken home.

Our emergency closure plan for children who live in the village is designed to get all the children home quickly and safely and operates as a seemis text message to all parents.

All children must be collected by an adult – a parent or childminder.

Information regarding a school closure will be sent via email and /or seemis text whenever possible.

It is vital that the school has two up to date emergency contact numbers and please ensure that your child knows where to go in the event of an unplanned closure.

SCHOOL ETHOS

Our school core values are Welcoming, Inclusive, Safe, Achieving and Respectful -

Welcoming Inclusive Safe Achieving Respectful

School is committed to providing an ethos which motivates and develops all pupils to become successful, confident, responsible and effective contributors. We value an active partnership between the school and the wider community.

The school aims to:-

- Provide a secure, supportive and stimulating working environment for all to enable pupils to develop their individual skills and abilities to reach their full potential.
- Encourage and develop a positive attitude to life by fostering qualities of honesty, tolerance and respect for others.
- Provide a consistent, challenging and well balanced curriculum which encourages independent learning.
- Recognise, celebrate and promote development of individual talents.
- Ensure each pupil is known and valued as a person in his or her own right.
- Provide opportunities to enable all pupils to evolve as responsible citizens.
- Provide opportunities for pupils and staff to use a variety of forms of assessment to enhance planning, evaluation and creation of achievable learning goals.
- Work in partnership with parents to share areas of development, progress and other key information.
- Collaborate with outside agencies in order to provide continued professional development for all staff members.

Achievements are recognised and celebrated in all classes and at our weekly school Get Together. Pupils are recognised for demonstrating WISAR behaviours by both adults and their peers. WISAR are the key behaviours selected as important by pupils, staff and parents to enable all to feel success within their school routines. Pupils are selected weekly to receive a certificate of Best Work from the HT and have their work shared on the display board just inside the gym hall.

SPECIAL ACTIVITIES

There are opportunities for children to take part in a range of sporting activities throughout the year. Field trips and visits relating to class work are an important part of the school curriculum and all children can benefit from taking part. These visits may be to introduce a subject to pupils or to consolidate learning in the classroom.

Children from P7 attend a week of activities which offers the opportunity for them to participate in a range of activities in water and on dry land as well as working together as a team. This may be an opportunity to learn new skills, develop interests or have fun with activities that you have already experienced.

CITIZENSHIP GROUPS

This session we have altered how our Citizenship Groups work. All children are part of ECO, Playground or Rights Respecting Schools groups. Children meet in two groupings for ECO an RRS, P1-3 and P4-7, whereas Playground Group has children from P4-7. Children have the opportunity to volunteer and present themselves for the role of chairperson and/or secretary. Children within the group vote for the successful candidates who will then lead the meetings directing the group to undertake specific activities to meet aspects of their action plans with teachers facilitating their work. These meetings focus on discussions leading to agreement, planning and actions which link to aspects of school improvement. We also have Librarians who promote and encourage reading and Junior Road Safety Officers (JRSO's) who encourage healthy travel to school and share safety messages.

PUPIL COUNCIL

Pupil Council has pupils from P1-7 in the group. Pupils from each class have the opportunity to apply to be their class representative. The group have agreed that the aim of the Pupil Council is to act as representatives for their class, to know about school developments, to impact decisions made in school and to keep their class informed. Each representative will have the opportunity to share information at our meetings and report back to their classes and gather information, make decisions, plan and lead school activities and promote and improve the work of the school.

POSITIVE BEHAVIOUR

The atmosphere of the school is caring with mutual consideration shown by all people involved, both adults and parents alike. Importance is placed on rights respecting approaches which are agreed as a class and displayed in each class. Our focus is for the rights of all to be met through a mutually respectful environment. Pupils are encouraged to learn about, identify and demonstrate respectful behaviour.

Our aim is to encourage pupils to be tolerant, to respect similarities and differences, to be honest and to have resilience. When issues arise staff support children in a restorative manner to find solutions.

Parents are informed when behaviour is inappropriate and with support a variety of strategies may be used to overcome any problems.

POSITIVE BEHAVIOUR - SCHOOL POLICY

Aim- In Stanley Primary School we aim to maintain a happy, secure environment in which children understand which behaviour is acceptable and which strategies they can employ should they feel unhappy.

We have achieved GOLD status for Rights Respecting Schools Award. As part of this children have been learning about the UNCRC and what this means. Children have regular and focused opportunities to discuss, explore and develop an understanding of what the rights of children are within their daily learning. They are able to see links between these rights and the impact of their behaviour. Children are also working to highlight the links with Sustainable Development Goals and how we as individuals and as a school could make a difference.

INSTRUMENTAL TUTION

Individual music tuition is available for violin and cello. Pupils wishing to take advantage of school based instrumental instruction can obtain further information from the School Office.



MUSIC TUTION – see Contents section 2 – Section F

Parental Involvement

Stanley Primary School operates an 'Open Door' policy and parents are welcome to meet with the Head Teacher at anytime. However, it is helpful to remember that the Head Teacher may be teaching, working with pupils or staff, in meetings or attending training at certain times and it may be more appropriate to make an appointment.

Class teachers are happy to meet with parents to discuss any information or concerns please, contact the school office to arrange an appointment. Parents are encouraged to help in a variety of ways in school e.g. citizenship groups, sharing their skills linking to context work, with homework, helping us evaluate our work and through Friends of Stanley Primary School. Parents able to help on a regular basis will be asked to complete a Disclosure Form.

We hold Reporting to Parent Meetings in October/November and March where staff will discuss your child's progress and next steps with you. Your child will have had the opportunity to add their evaluation of this also. During this meeting you will be able to agree on next steps and how these can be supported at home and in school. Open Afternoons offer informal opportunities for your child to share their learning with you. Curriculum information sheets outline the aspects of learning your child will be undertaking. Parents are expected to support homework activities as detailed in section 5. Should you have any queries regarding your child's progress please contact your child's class teacher.

We encourage parents to help us evaluate our work. Feedback is very welcome. Parents can provide feedback through responding to monthly newsletters, our Standards and Quality Report, our comments box in reception, by completing school questionnaires / audits or being part of our Parental Evaluation group which meets throughout the year.

For more authority information see the attached link
<https://www.pkc.gov.uk/parentalinvolvement>

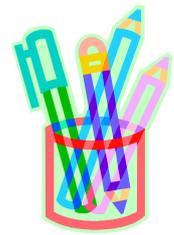
Homework

Homework Hints

At Stanley Primary School children are given regular homework tasks.

Homework is given to:

- Allow practice and consolidation and transference of skills learned in school
- Develop good work habits, self organisation and discipline
- Provide opportunities for parental involvement.



Homework is an important part of school life. Children in P1-3 should spend the equivalent of 10 minutes each night while children in P4-7 should spend the equivalent of 15 minutes each night completing tasks.

Each week your child will receive reading, spelling and numeracy homework on a Friday to be returned the following Thursday. Parents are asked to check their child's work and support evaluation of their progress. While the class teacher can monitor tasks completed online e.g. Education City we ask that other completed homework tasks are returned on a Thursday. Each week classes have a chat about homework tasks completed.

Unfinished class work

Sometimes children will take work home that has not been finished in class. You can discuss this with the teacher if it is happening too often.

You can help by

- Supporting your child to identify quality times to complete activities.
- Ensure your child has the resources they need to complete the task.
- Talking to your child about what they are doing.
- Checking that work has been presented tidily.
- If you find a spelling mistake, point out the line it is in and encourage your child to find it and then use a dictionary to correct it.
- If you find a maths mistake, point out which sum and encourage your child to find the mistake and correct it.
- If your child asks you how to spell a word, write it down for them to see before copying.
- If 'testing' spelling words always ask your child to write the words so you can see them.



In addition to homework you can help your child by:

- Talking about what they have done at school today.
- Asking their opinions about books or TV programmes etc.
- Encourage them to ask you questions.
- Reading together and talking about what has been read.
- Playing board games together.
- Sharing your hobbies with them.



Do not underestimate what you can do to help your child's education. Your child will benefit greatly from the time you spend working with them.

We wish to work in partnership with parents and welcome your comments about homework.

Transitions

We have very close links between our nursery and P1 class. Regular informal opportunities are planned for Nursery and P1 pupils to work together throughout the year. In May / June we have a meeting with parents to share information regarding the school and this is followed by formal opportunities for pupils to engage in activities and learn about coming to school.

Pupils coming to Primary 1 from other nurseries join in the formal arrangements.

ASSOCIATED SECONDARY SCHOOL

The secondary school to which pupils normally transfer is -

Perth Grammar School
Gowans Terrace
Perth
PH1 5AZ
Tel: 01738 472800
Email: perthgrammar@pkc.gov.uk

Parents of children transferring to Perth Grammar School will be invited to attend an information evening and pupils will have an introduction to secondary school during a variety of induction activities. Staff at Stanley and Perth Grammar work together to prepare pupils for this transfer to secondary.

CURRICULUM FOR EXCELLENCE

As we prepare our children for the future in our fast-changing world and equip them for jobs which may not yet exist, Curriculum for Excellence is being introduced, in schools across Scotland, for all learners aged 3-18. In Perth & Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools.

Under Curriculum for Excellence every child is entitled to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop Skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

Progress in learning will continue to be assessed in rigorous ways throughout a young person's time at school. There are now new qualifications for Literacy and Numeracy and new National 4 and 5 qualifications from 2013-14. Our Scottish Access, Higher and Advanced Higher courses will be updated to take account of and support these new approaches to learning and teaching.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and wellbeing for all our learners. We continue to offer personal support to help young people fulfill their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors and responsible citizens.

Pupils at Stanley Primary are given a variety of opportunities to meet the four capacities through a wide range of activities that take place in school. Pupils undertake roles & responsibilities within our citizenship groups and are fully involved in the decision making process at school level. Enterprise experiences, classroom learning and responsibilities, pupil clubs and school leadership opportunities enable pupils to develop skills for learning, life and work.

OUR CURRICULUM

The aim of the school is to provide a balanced and varied curriculum that meets the needs of individual pupils during their primary years. Every effort is made to achieve continuity and progression in learning so children can develop to their full potential.

Our curriculum is devised using the experiences and outcomes from A Curriculum for Excellence which covers Literacy, Numeracy, Health & Well Being, Social Subjects, Expressive Arts, Religious and Moral Education, Science and Technologies.

These experience and outcomes are structured as follows ~

- Early level - the pre-school years and P1 (later for some)
- First level - to the end of P4 (earlier or later for some)
- Second Level - to the end of P7 (earlier or later for some)
- Third & Forth - S1 – S3 (earlier for some)

Further information can be found on the Curriculum for Excellence website.

Current curriculum developments are reflected in our School Improvement Plan.

While Experiences and Outcomes are identified from Curriculum for Excellence, pupils discuss their context for learning by identifying what they already know and what they want to find out. They discuss and develop ways of finding out this information.



LITERACY

Literacy is central to all learning. We focus on developing listening, talking, reading and writing across all curricular areas. Our Literacy targets are referenced to the national benchmarks. We have a skills framework in place to extend and expand vocabulary linked to skills development. We have a programme in place to teach French to pupils P1-P7.

NUMERACY and MATHEMATICS

Our Numeracy and Mathematics targets are referenced to the national benchmarks. Each teaching block concepts, skills and techniques are developed through practical, oral and written tasks. There is a whole school approach to focused teaching of mental maths, problem solving and core mathematics subjects. A variety of materials are used to support this programme.



SOCIAL SUBJECTS

Class context work focuses on People, Place and Environment, People, Past Events and Societies and People in Society, Economy and Business. It provides children with opportunities to be independent and resourceful, to have self-discipline, to be tolerant, confident and to have respect for others (people, property, living creatures and plants). It enables children to transfer skills learned.

SCIENCE

Science outcomes are taught throughout the session within context work or as stand alone core work focusing on Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.



TECHNOLOGIES

Technology outcomes focus on Technology Developments in Society, ICT to enhance learning, Business, Computing Science, Food and Textiles and Craft Design Engineering and Graphics contexts for developing technological skills and knowledge.



EXPRESSIVE ARTS

Expressive Arts outcomes focus on Dance, Art & Design, Drama & Music.



RELIGIOUS AND MORAL EDUCATION

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important expression of human experience. Pupils will also be encouraged to learn from religions by helping them develop their own personal beliefs, attitudes, moral values and practices through a process of personal research, discovery and critical evaluation.

HEALTH AND WELL BEING

Our Health Education programme focuses on Mental, Emotional, Social and Physical wellbeing, Planning for Choices and Changes, Physical Education, Activity and Sport and Food and Health.

When class lessons focus on aspects of sexual health, parents will be informed.



DEVELOPMENT OF PUPIL'S VALUES

In our school we are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

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

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

RELIGIOUS OBSERVANCE

Each week our Get Together is held to provide opportunities for pupils to share together and celebrate as a school community those things which we value. We focus on moral issues such as right and wrong, and values such as fairness, justice, kindness, compassion, integrity and honesty. Get Together can include community singing, presentations from classes or groups, wider achievements and sharing of good or interesting news. We recognise major Christian festivals of Harvest, Christmas and Easter. We also welcome regular input from the Gospel Hall.

PARENTAL RIGHTS

Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right must first discuss the matter with the Head Teacher.

Assessment & Reporting

ASSESSMENT

Assessment plays a vital part in all learning and teaching. Learners play a key role in assessing their own learning and working with staff to identify their next steps. Learners participate in self and peer evaluation activities on a regular basis developing the skill of accurate self reflection and meaningful feedback across all curricular areas.

The main purpose of assessment is:

- To assess progress
- To diagnose difficulties
- To discover capabilities
- To evaluate the effectiveness of teaching
- To inform future planning



Children are assessed continuously using a variety of methods to check on their progress. By assessing how a child is performing, the teacher can build on strengths or give support where required.

As we embed a variety of Assessment for Learning strategies, pupils are engaged in self and peer evaluation on a regular basis. Such activities may include 2 stars and 1 wish, use of traffic lights and self/peer evaluation of specific pieces of work.

Linked to assessment is the regular use of learning intentions and success criteria which are discussed at the introduction of lessons. This ensures pupils understand the relationship between the activity and the skill/knowledge they are learning. Pupils will know what 'a good example' looks like through discussion of the success criteria. Learning is consolidated through peer and/or self-evaluation during plenary sessions at end of lessons.

Assessment Strategies include:

- tracking pupil progress and indicating the strengths and development needs of individual pupils
- diagnosing learning difficulties and special aptitudes
- sharing **learning intentions** (WHAT) and **success criteria** (HOW) with pupils
- using formative assessment strategies to gauge the effectiveness of learning and teaching and to adjust teaching accordingly
- praising achievement and giving credit to genuine effort encouraging and aiding pupil self-assessment
- providing effective feedback so that teachers, pupils and parents have a shared understanding of progress and next steps
- sharing information with colleagues to ensure the continuity and progression
- moderating learning at school, locally and nationally

We use Pupil Profiles to enable pupils to record and detail their achievements, ascertain how and when they meet the four capacities for a Curriculum for Excellence, reflect on the impact of their recent learning, including how they have developed skills for learning, life and work and think about what they wish to learn about next. Pupils record targets achieved and set new targets for aspects of Literacy, Numeracy and Health and Wellbeing in discussion with their class teacher. Pupils also set their own personal targets.

REPORTING

Parents are invited to attend a Reporting to Parents meeting twice a year. We have introduced a system of reporting to parents which includes pupil's inputting comments on their report and being part of the meeting. We focus on agreeing next steps in learning together. Parents will receive a written report in November and May identifying progress and next steps. There are many informal opportunities to discuss children's progress throughout the year. Open afternoons offer the opportunity for your child to explain their learning experiences to you and show you recent work. Parents are also welcome to talk to class teachers at other times.

PUPILS WITH ADDITIONAL SUPPORT NEEDS

Additional support is identified following consultation with the class teacher, parents, Head teacher and the Pupil Support Teacher.

Pupil Support is available for any children with a specific learning need. Help may be provided directly from the Pupil Support Teacher or from the class teacher in consultation with Pupil Support staff. It may be temporary or long term and with extra help most children overcome their difficulties and/or develop strategies to support their learning. All children are given work specially designed to meet their needs. Where necessary an Individual Education Programme (IEP) will be written to identify main areas for support. We operate an early intervention policy and aim to provide appropriate support when required.

Children with specific identified needs may require input from outside agencies e.g. Speech and Language Therapy (SALT) or assessments completed / observation undertaken by other professionals e.g. Educational Psychologist.

Should children require to have an Additional Support Needs (ASN) meeting, this will be discussed with parents who will be invited to attend the meeting along with other relevant professionals.

If you think your child has additional support needs, please discuss with the class teacher in the first instance. Within this discussion together you will be able to identify next steps, including information and advice from outside agencies.

Authority Policy - Children with additional support needs are catered for in the school within the terms of Perth & Kinross Education Department policy on 'Support for Learning'. This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being a case conference involving parents, child, school and Education Department staff and, where appropriate, other specialist agencies.

See Basic Information - Section I

School Policy - The school's policy is to support as much as possible the education of pupils with additional support needs along with their peer group in the normal classroom situation. Individually targeted work at a level accessible to the child and designed to support learning progress is normally provided by the class teacher, learning support staff or Pupil Support teacher.

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

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

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

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at <https://enquire.org.uk/>

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

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

School Improvement

All of our school achievements are detailed in our monthly newsletters. Achievement highlights are collated in our annual Standards and Quality Report; both documents are available on our website and from our school office.

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

Our main focus areas relate to learning and teaching, with a priority of ensuring pupils understand the skills that they are learning and the relevance of them for the future. We scaffold pupils in evaluating their own progress and that of peers and setting their next targets. As part of this we have been focusing on learner participation, the UNCRC, and Sustainability linking with schools across our Local Management Group.

School Policies & Practical Information

We have a range of policies in school which we update on a cyclical basis. Parents are invited to work with us when reviewing and updating policies.

During the year we have a variety of clubs organised for pupils across the school. These clubs run for a set period of time. Watch out for information in newsletters about clubs taking place this session.

Examples of school clubs include:

FOOTBALL

We have a school football club which is coached by Joe and Robin from Active Schools. We regularly participate in football tournaments.

SCRIPTURE UNION

Pupils across the school meet during lunchtime. They have lunch together and participate in a range of activities related to Bible Study.

CROSS COUNTRY

Pupils in the upper school have the opportunity to participate in Cross Country in preparation for the Perth & Kinross Cross Country County Championship event. They can also take part in the Perth Park Run.

HOMEWORK

At certain points within the year pupils in the upper school have the opportunity to come along to school to complete homework tasks supported by an adult.

MULTI SPORTS

Multi sports club is offered to differing groups across the school and is led by Charlotte from Active Schools.

We have been able to offer Pickleball and Badminton for P4-7 and hockey and tennis for P1-3 through our links with Nicola Carrie. These clubs change depending on availability and pupil interest.

UNIFORM CLOTHING

All children at Stanley Primary School should wear school uniform.

The uniform consists of a school sweatshirt with the school badge on it with a white polo shirt underneath. Black or grey skirts and trousers are worn by pupils. In summer a blue and white school dress may be worn.

For gym pupils wear gym shoes, shorts and T-shirts. Joggers and trainers are sometimes worn for outdoor games. Jewellery **MUST NOT** be worn during gym lessons in the interest of health and safety.

Parents are asked to co-operate in the request that children change into gym shoes in school. Children will require a protective overall or apron (an old cut down shirt is excellent) for art & craft activities.

We are fortunate to have a large grassy area in our playground. During winter months we ask pupils to wear over trousers if they wish to play on the grass as it can be wet/muddy.

ALL CLOTHING, SHOES, WELLINGTONS ETC SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME

There is a lost property box beside the Janitor's office.

Unclaimed items of lost property would be put into the **UNIFORM SWAP SHOP** or the recycled clothing unit at the end of each term.

HEALTH CARE

Routine medical and dental inspections are held in the school and parents are notified in advance of these so that they may attend.

In the event of a child having an accident or becoming ill in school, parents or the nominated emergency contact will be informed.

If your child suffers from any specific medical condition (eg an allergy, is asthmatic or diabetic) the school should be informed and a relevant form completed. If your child is taking a course of medication, the school should be informed in writing. For the supervision of medication to be taken during the school day we ask that parents bring the medicine into school and complete our medication form. All such information will naturally be treated in the strictest of confidence.



COMMUNITY LINKS

Stanley Primary School strives to foster strong links with the community and actively encourages a positive partnership.

Stanley Mills

We have established links with Stanley Mills. To date pupils and staff have been involved in the evaluation of interactive activities as well as being part of a media launch. Many classes have attended workshops to support school work.

We support the local walking group to undertake litter picking in areas of the local community.

We support Stanley in Bloom in their endeavour to create colourful floral displays and Stanley Development Trust with their Christmas celebration activities.

Name of Child Protection Officer

The designated Child Protection Officer for Stanley Primary School is Mrs Alison Webster.

Should you wish to talk about Child Protection and the safety of children then please feel free to contact the school.

As a school we have good contacts with School Medical Officers, Social Workers and Police.

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

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 can sometimes be referred to as SHANARRI.

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

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

Nursery

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

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address: <https://www.pkc.gov.uk/families>

STANLEY EARLY LEARNING and CHILDCARE (ELC) and STRONG START 2's (SS2's)

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

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

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

Eligible children will be allocated a Nursery/Strong Start place in accordance with the Council's Policy & Guidelines for Admission to Nursery Schools.

Attendance patterns for Nursery and Strong Starts will be agreed between parents and staff.

The school office has copies of the Policy & Guidelines for you to read.

Further information in relation to session timings will be available in January 2022. Parents will have the option, if their child is staying for a full day session, of providing a packed lunch for their child or for their child to take a school lunch.

You will be advised of the individual starting & finishing times for your child.

We ask that children in the nursery are always accompanied by an adult known to the staff at the beginning and end of a session.



THE ELC & SS2's CURRICULUM

The aim of the school is to provide a balanced and varied curriculum that meets the needs of individual children during their early years. The curriculum is based on the experiences and outcomes for A Curriculum for Excellence, Building the Ambition, Pre-Birth to Three, How Good is our Early Learning Centre and Setting the Table.

THE IMPORTANCE OF LEARNING THROUGH PLAY

The ELC and Strong Starts curriculum is developed through play. Children need to play. It is their work and helps them to understand the world around them.

Play helps children learn about themselves and other people. It helps children to express themselves clearly so that other children and adults understand them.

Play develops the child's imagination as well as encouraging creativity.

It develops thinking and encourages children to work out the reasons why things happen.

Play provides children with opportunities for tackling problems and finding solutions.

CLOTHING

ELC and Strong Starts can be a 'messy' place and it is best if your child wears old clothes or play clothes – preferably with easy fastenings.

Your child requires a pair of soft shoes for indoor activities to ensure safe play on our equipment. Trainers are not always suitable for this. On gym days children should wear leggings or shorts.

In case of accidents, it is always handy to keep a complete change of clothing in nursery. All items of clothing should be clearly labelled to avoid confusion.

ELC & STRONG STARTS TRIPS AND OUTINGS

On admission to ELC & Strong Starts you will be asked to complete a permission slip to allow your child to participate in trips and outings.

Some trips will need to be planned in advance and will require parental involvement. However, many will be impromptu, e.g. shopping for snack, a walk to the park, a look at one child's new house.

ABSENCE AND ILLNESS

Should your child become ill during a ELC & Strong Start 2's session a member of staff will make contact with you or the emergency contact. If your child is feeling unwell, a noisy, busy environment is not a good place to be so please keep him/her at home. First aid will be administered where necessary.

School staff are not authorised to administer medication so if your child requires medication at any time please discuss this with the staff. If your child suffers from allergies or other medical problems, please make sure staff are aware of this.

At Stanley we have a procedure for recording and following up pupil absence. Parents should phone the school on the first day of their child's absence. We plan to follow unexplained absences with a phone call to parents – please ensure your record of your contact details are accurate.

In accordance with guidelines on infection control children must stay off the nursery until 48 hours after the last bout of sickness and/or diarrhoea.

WEEKLY COSTS

In 2016 Perth & Kinross introduced ParentPay to all schools. This enables parents/guardians to make secure online payments using your credit or debit card. This is a convenient way to pay for trips, performance tickets etc.

You will have a secure online account, activated using a unique username and password. You will be issued with an activation letter and when you first access the site will be prompted to change your user name & password and to keep them safe and secure.

At present children in nursery receive free healthy snack and lunch.



PARENTS IN THE ELC & STRONG START 2's

Parents are valued and always welcome in the Nursery & Strong Starts. A diary sheet on the noticeboard is available to any parent, grandparent or carer who would like to participate in our activities. We do appreciate your involvement and your child will benefit from your interest.

We aim to work in partnership with families.

Nursery staff are available for informal consultation on a daily basis.

PERTH & KINROSS COUNCIL

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