

Stanley Primary School



School Handbook

Academic Session 2020/2021

School information

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

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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 2019), 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.

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

Elsbeth 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: <http://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 a separate Dining Room for school meals and packed lunches. 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. ICT 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. Changing rooms and showers are available for the children.

The school has 81 pupils plus 30 nursery plus we also have provision for Strong Start 2's and a staff of 4 full - time and 3 part-time teachers.

HEAD TEACHER	Elspeth Higgins
PRINCIPAL TEACHER	Alison Webster
TEACHING STAFF:	
P1/2	Alison Webster
P2/3	Lindsay Tosh
P4/5	Miriam Payne / Lindsay Finch
P6/7	Rebecca Chisholm
RCCT hours	Amanda Needs/Susan Anderson/ Miriam Payne

ANCILLARY STAFF:	
Janitor	Nan McLeod
Office	Rona Pirnie / Linda Dixon
Pupil Support Worker	Caroline Begg
Pupil Support Worker	Linda Dixon
Pupil Support Worker	Lymara Dixon
Senior Early Childhood Practitioner	Nicola Gorrie
Early Childhood Practitioner (Nursery)/Strong Starts	Shirley Blyth / Petra Corral / Michelle Ford/ Kerry Whiting
Play Assistant	Yvonne Ballantine
Pupil Support Assistant	Kirsty Miller
Lunch Supervisor	Lymara Dixon
Crossing Patroller	Vivienne Hallett

VISITING STAFF	
Instrumental Tutor	Esther Jack
Pupil Support Teacher	Amanda MacDonald
Nursery Support Teacher	Vicky Ferguson

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	10.45 - 11.00
		Lunch	12.15 - 13.00
		Finish	15.00
Nursery Sessions	-	Option 1:	9.00 – 3.00 (may collect at 12.10 or 1.00)
		Option 2:	Monday & Tuesday 8.30 -4.30 Wednesday & Thursday 8.00 – 1.00

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. This year all parents have signed up to receive information via email or the school APP. Please contact school for information on our App if you do not have access to it. You will receive information about forthcoming events from school and/or pupil groups responsible for events. We have recently introduced Family Folders which are sent home on a Friday with information. We have a website where you can also now find information about the school, current events and dates for your diary. We hold parent contact meetings in October and March/April. 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 arranging a meeting with the class teacher in the first instance. 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. You will find more details of the complaints procedure in section U of this document and on the Council's website as follows:

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

MONTHLY NEWSLETTERS

Newsletters are sent home via email or the school App during the last week of the month and provide 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 in school. Children in P1-3 are entitled to a free lunch. School lunches cost £2.15 and we encourage all parents to pay for school lunches 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
Anna Mucha
Julie Cross
Nicki Moncur

Staff Membership
Elspeth Higgins
Rebecca Chisholm

Staff members attend a percentage of the time

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 BAD 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.

The emergency closure plan for children who live in the village is designed to get all the children home quickly and safely and operates a group system. The school will telephone one member of the group who then contacts the others to inform them of the closure. We do not expect that member of the group to be responsible for taking other children home.

Information regarding a school closure will be put on our school App 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 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.

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- 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 can be rewarded by receiving their class seal, earning house points or our citizenship teddy. Pupils work together to identify two class strengths and one class development on a regular basis. We encourage children to share achievements from out with school and record this on our achievement board.

Stanley Primary School has close links with Stanley Parish Church with Reverend Adrian Lough supporting RME and school Get Together. We also have regular visits from members of the Gospel Hall who share Christian beliefs.

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.

ARDGOUR FIELD WEEK

Children from P7 attend a residential week at an Abernethy Trust Centre. We see this week as an integral part of the children's primary educational experience. The Centre tailors a programme specifically to the needs of Stanley School and offers a combination of environmental experience and physical activities. Apart from three organised daily activities there are facilities such as table tennis for the children to use in spare time.

CITIZENSHIP GROUPS

We have a number of citizenship groups, comprising of pupils from P1 - P7 who meet regularly to discuss, agree, plan and action aspects of school improvement. These groups are led by the pupils with teachers facilitating their work. Our groups include:-

Health
Junior Road Safety
Rights Respecting Schools

Playground
Eco
Librarians

Pupil Council
Enterprise

Respect for property

Good behaviour makes effective learning possible!

Our Positive Behaviour Management Policy, develops strategies to encourage and reward positive behaviour rather than simply punishing bad behaviour. To achieve success the whole school team needs to be fully involved. We use Restorative Approaches to discuss issues and agree a way forward.

AIMS TO PROMOTE POSITIVE BEHAVIOUR

- To ensure a consistent approach to managing behaviour throughout the school
- To identify and provide opportunities to raise self-esteem
- To use incentives of encouragement and praise to foster positive attitudes
- To provide opportunities for children to develop effective strategies to resolve difficulties
- To help pupils to realise and accept that they are responsible for their own actions and hence the need to develop self-discipline

THE GOLDEN RULES

- Do be gentle - Do not hurt anybody
- Do be kind and helpful - Do not hurt people's feelings
- Do work hard - Do not waste your or other people's time
- Do look after property - Do not waste or damage things
- Do listen to people - Do not interrupt
- Do be honest - Do not cover up the truth

Systems are in place to recognise both appropriate and inappropriate behaviour.

In class time Golden Time is awarded on a weekly basis. Pupils retain all Golden Time if they follow the Golden Rules. Pupils who follow the Golden Rules throughout specific time periods are rewarded with certificates or vouchers. All pupils have the opportunity to earn a Gold Certificate in June and participate in a special reward activity. Pupils who do not follow the Golden Rules lose Golden Time.

In the playground a ticket system operates. Green tickets are awarded to individuals, groups and classes who follow the Golden Rules and the class with the most green tickets has a class reward – chosen in discussion with the class teacher. Red tickets are given to those pupils who do not follow the Golden Rules outside.

If a pupil receives a red ticket they lose part of their playtime to complete a 4W's sheet –

- What they did that was inappropriate
- Who has been affected
- Which rule/right has been broken and
- How can everyone do things differently in the future

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 at certain times with pupil groups 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. Golden Time activities, 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 Parent Contact evenings October/November and March/April where staff will discuss your child's progress and next steps. 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.

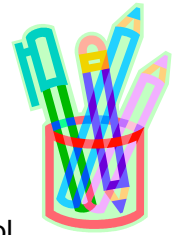
We encourage parents to help us evaluate our work. Feedback is very welcome. Parents can provide feedback through responding to monthly newsletters, our Standards and Quality Report, our comments box in reception, by completing school questionnaires / audits or our recently introduced comment cards. We also have a comment book just inside the main door which parents are welcome to contribute to.

For more authority information see the attached link
<http://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 and spelling homework.

We are continuing with the grid homework format which gives children the opportunity to choose from a range of activities. Activities cover Literacy, Numeracy, other curricular areas, topical themes and family activities. Teachers set a specific amount of activities to be completed and children choose further ones. This is given out for four weeks to allow parents and children to plan quality time to focus on homework tasks within this period.

Children are encouraged to self-evaluate the tasks they have completed and parents are asked to make weekly comments on their child's work.

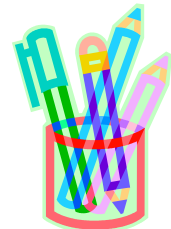
Each week classes have a chat about homework tasks completed. Homework is given out on a Friday and your child should bring their homework bag with any tasks completed in each Friday.

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.

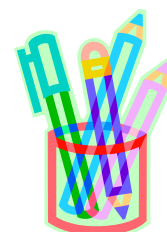
You can help by

- 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 parents meeting 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.

The Curriculum

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. We have updated our Literacy targets and are referencing them 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. During our French week children in nursery learned some key greetings.



NUMERACY and MATHEMATICS

We have updated our Numeracy and Mathematics targets and are referencing them 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, Physical Education, 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 and we welcome input from Reverent Adrian Lough the minister at Stanley Parish Church. Reverent Lough will be invited to visit school to work with individual classes and lead assemblies. We may also visit the church to support RME work which focuses on Christianity. We also welcome input from the Gospel Hall each term.

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.

Our pupil report, which parents receive in June, gives parents information about their child's progress and performance. This is in addition to our existing Parent Contact evenings, in October and March, when parents have an opportunity to discuss their child's progress with the class teacher. Parents are also welcome to talk to class teachers at other times.

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 is for Learning strategies, pupils are engaged in self and peer evaluation on a regular basis. Such activities include learning logs, 2 stars plus 1 wish, use of traffic lights and evaluation of specific pieces of work.

Linked to assessment is the regular use of learning intentions which are discussed at the introduction of lessons. This ensures pupils understand the relationship between the activity and the skill/knowledge they are learning. Learning is consolidated through peer and/or self evaluation during plenary sessions at end of lessons.

Pupils complete Profiles each week. Their profiles 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 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.

We use our moderated planning documents to track progress across Reading, Writing, Listening and Talking and Numeracy.

REPORTING

Parents are invited to attend a Reporting to Parents meeting twice a year. We are piloting a new system of reporting to parents which includes a 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.

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. The pupil support assistant, classroom assistant and school auxiliary may also provide extra classroom support to children.

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

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

School Improvement

All of our school achievements are detailed in our monthly newsletters. This information is collated in our annual Standards and Quality Report; both documents are available from our school office.

Our main achievements this year relate to distributed leadership skills across our citizenship groups, which enable pupils to transfer and develop skills for life, learning and work. We have achieved our second green flag for whole school ECO work, Health Promoting Schools status, recognition of our commitment to Rights Respecting Schools and our support to global projects Mary's Meals and the Balcraig Foundation. We have had a very successful Health week and curriculum focused days.

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

Our main focus areas relate to learning and teaching, with a priority of ensuring pupils understand the skills that they are learning and the relevance of them for the future. We scaffold pupils in evaluating their own progress and that of peers and setting their next targets.

Within our Local Management Group we have been focusing on the development of 1+2 languages. All teachers are members of a TLC group (Teacher Learning Community) where they meet regularly to discuss and plan ways of incorporating French into everyday learning & teaching.

School Policies & Practical Information

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 the information in newsletters.

Examples of school clubs include

FOOTBALL

We have a school football club run by Alison webster. We regularly participate in football tournaments.

SCRIPTURE UNION

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

CROSS COUNTRY

Early in 2020 Mrs Finch will be taking pupils out for Cross Country in preparation for the Perth & Kinross Cross Country County Championship event. They will also have the opportunity to take part in the Perth Park Run.

CODING CLUB

Miss Tosh will run a Coding Club starting in 2019. This club is for those that are interested in earning basic computer skills.

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 some girls wear a blue and white school dress.

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 THE 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** at the end of each term.

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.

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

We have enjoyed visits from the local minister, Rev. Lough to the school to lead Get Together and / or work in individual classes. As a school we also enjoy attending Church for end of term services and visiting for topic related work.

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 are referred to as SHANARRI.

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

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

Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give

children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for 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:

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

STANLEY NURSERY CLASS and STRONG STARTS CLASS

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

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

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

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 2019. 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 (this will be paid for by the parent unless there is qualification under free school meal criteria).

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 NURSERY & STRONG STARTS 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 Nursery 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

Nursery and Strong Starts can be a 'messy' place and it is best if your child wears old clothes or playclothes – 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 school. All items of clothing should be clearly labelled to avoid confusion.

NURSERY & STRONG STARTS TRIPS AND OUTINGS

On admission to Nursery & 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, eg 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 Nursery & Strong Starts 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 nursery funds and when further up the school, to pay for school meals, trips 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. We ask parents for a voluntary donation to our Toy fund to enable us to purchase additional toys, games, books, many play items, arts & crafts etc.



PARENTS IN THE NURSERY & STRONG STARTS

Without you, we would have no Nursery! And Strong Starts!

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

Education & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH

Telephone: 01738 476200 E-Mail: ecsschools@pkc.gov.uk

Director of Education	-	Sheena Devlin
School Service Manager	-	Gillian Knox