



Oakbank Primary School



School Handbook Academic Session 2025/2026

Achievement **C**ompassion **O**pportunity **R**esilience **N**urture



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School Information

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
 - Language and Literacy
 - Mathematics and Numeracy
 - Health and Wellbeing
 - Sciences, Social Studies, Technologies
 - Expressive Arts
 - Religious Observance
8. Assessment and Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Child Protection
13. Nursery

1 Introduction

Dear Parent/Carer,

Welcome to Oakbank Primary School.

It is a privilege to lead a learning community such as Oakbank. This booklet is intended as an introduction to parents, to Oakbank Primary. In Oakbank we recognise that every child is unique with a variety of abilities and needs. We strive to recognise and fulfil these needs in order for all children to reach their full potential. We aim to foster in each child a sense of responsibility and respect for themselves, others, their community and the world they live in.

The new Oakbank School building was officially opened in 2016. Our school is nondenominational and caters for pupils at all seven Primary stages. There are currently 14 mainstream classes. The nursery building has a capacity of 93 spaces which includes child/family support places and strong start 2s to deliver 1140 hours.

We also have a Specialist Provision with spaces for 18 children. The school itself is on two levels and has a large playground with a multi-use games area (MUGA) and playing field. We have a PE hall/ dining hall, library space and various break out spaces across the school.

At Oakbank we value the importance of good relationships between home and school and seek to work closely with you throughout your child's school career. Parents are always very welcome to come and meet the Head Teacher or Depute Head teachers to discuss their child's education and wellbeing. Write or phone to make an appointment. We encourage parents to become involved with the life and work of the school through twice yearly Contact Evenings, open afternoons, class showcases, drama productions, craft afternoons and on many other occasions. Through help with sports, educational trips and also topic related activities parents can make positive contributions to their child's learning as well as get to know the school and staff. The positive partnership that exists between parents and teachers is greatly assisted by our active Parent Council which represents all of our parents (Parent Forum).

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

I very much look forward to working in partnership with you during your child's educational journey at Oakbank.

Mrs Paula Morrison

Headteacher

2 Delineated Area

The Catchment Area of Oakbank Primary School as defined by the Education Authority is that segment of the City bounded by - Glasgow Road, Rose Crescent, Jeanfield Road, Burghmuir Road, Almond View, Lammermuir Gardens, Coldstream Avenue, Innerleithen Way.

Information regarding school catchment areas is available on the Perth & Kinross Council website.

<https://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area>

Parents living out with these areas, who wish to enrol their child at Oakbank Primary School, must complete an online placing request form:

<https://www.pkc.gov.uk/article/17301/Placing-request>

3 Contact Details

HEADTEACHER:	Mrs P. Morrison
NAME:	Oakbank Primary School
ADDRESS:	Viewlands Road West, Perth PH1 1NA
TELEPHONE NUMBER:	(01738) 477577
ABSENCE LINE	School (01738) 477585 Nursery (01738) 477578
E-MAIL:	oakbank@pkc.gov.uk
SCHOOL WEBSITE	https://www.oakbankprimary.org.uk/
TWITTER	@Oakbank_ps
PRESENT ROLL:	463 including 73 registered in nursery



Management

Headteacher
Depute Headteacher
Depute Headteacher
Acting Depute Headteacher

Mrs P. Morrison
Mrs J. Burton
Mrs S. Forbes
Mrs D. Johnstone

Teachers

Primary 1
Primary 1
Primary 2
Primary 2
Primary 3
Primary 3
Primary 4
Primary 4
Primary 4
Primary 5
Primary 5
Primary 6
Primary 6
Primary 7
Primary 7
ISP Principal Teacher
ISP Provision Teacher

Pupil Support Teacher
Nursery Teacher
Probationers' cover
Probationers' Mentor
Specialist Teacher

Mrs S Macaskill
Mrs S. Stewart
Mrs N. Middleton/Miss Nicoll
Mrs S. Black
Mrs R. Campbell
Mrs A. Downie
Mrs E. McEwan
Mrs E. Dann
Mrs M. Smith/Ms G Donaldson
Mrs K. Clark
Miss L. Sinclair
Mrs E. Ewen
Mrs G. Juggins
Mrs C. Gellatly
Mrs M. Bruce
Mrs K. Harvey/ Mrs D. Johnstone &
Mrs L. Jack
Mrs L. MacKinnon
Mrs C. Walker (Alt weeks)
Mrs H. Dickie and Mrs J. Burton
Mrs S. Forbes
Mrs L. Thompson - PE
Mrs F. Ballantine – MUSIC

School Support Staff

School Support Worker
School Support Assistant
Pupil Support Assistant

Mrs D. Clark/ Mrs G. Watt
Mrs A. Hamilton & Ms A. Saunders
Mrs J. Roach,
Miss S Maxwell
Miss J. Deveaux
Miss L Irving, Miss A. Scott
Mrs J. McDougall,
Mrs J. Murdoch,
Mrs J. Higgins
Mr C. Robertson

Lunchtime Supervisors

Ms A Saunders, Mrs J. McDougall,
Mrs G. Watt, Mrs A. Hamilton
Mr J. Stewart

Janitor

Nursery Staff

Principal ECP
Senior ECPs
Early Childhood Practitioners

Mrs S. Gibb
Miss L. Frew/ Mrs C. Iwanio
Mrs S. Pettigrew, Mrs N. Herd
Mrs C. Findlay, Mrs S. Ali
Miss A Last, Miss M. Antoniewicz
Mrs C. McCallum, Miss M. Hendry, Mrs
E. Quinn, Miss T. Williams, Miss P. Johnston

Play Assistants Mr F.Stewart, Ms E Urtina,
Ms. M. Rumansi
Family Liaison Worker Mrs J. Dow

Oakbank School Council

We have a Parent Council at Oakbank Primary School who is very supportive of the school and work in close partnership. Every parent is a member of the Parent Forum.

OSC Forum Conveners

Chairperson Mrs S. O'Donnell
Treasurer Mrs G. Watt
Secretary Mrs L. Frew
Advisors to the forum: Mrs P. Morrison (HT)

Staff members also attend meetings when possible.

Attendance

It is legal requirement for parents or carers to ensure that children in their care attend school regularly and punctually.

If your child is to be absent from school, it is important you contact the school by telephone before 9.30am on the absence line **(01738 477585)**, otherwise we will follow our absence procedures to ensure pupil safety and will contact home and emergency numbers.

Family holidays during term time should be avoided and will be recorded as 'unauthorised absence'. In line with Perth and Kinross guidelines, pupils will not be given work to take with them on holiday.

As part of the Perth & Kinross Raising Achievement Strategy all schools are expected to closely monitor the attendance of all children and young people. Persistent poor attendance and time keeping is disruptive to the learning of the individual and the class. It may also be an early warning of other difficulties for the child's family. If a child's attendance rate falls below a predetermined figure Headteachers have a duty to invoke procedures to follow up absenteeism.

This will start with a formal letter advising Parents/Carers of absence rate and offering any support, however continued absence may ultimately be escalated by means of referral to the Perth & Kinross Attendance Sub Committee:
www.pkc.gov.uk/article/17427/Attendance

Parental Concerns, complaints or...compliments!

It is always lovely to hear if we are doing something well. Often parents only contact us when there is an issue so...

Effective communication between home and school is very important to us at Oakbank. Working in close partnership with parents is key in ensuring the best outcome for pupils.

We do however adopt an open-door policy at Oakbank Primary School in order to deal with any more serious concerns as quickly as we can. We always do our best to make ourselves available or we will arrange a more suitable time to sit down and discuss your concerns further with members of the management team.

If a parent has a concern about their child, he/she should contact the school office, by telephone, email or in person, to arrange an appointment to speak to relevant staff. This may be the class teacher or a member of the senior leadership team (who this will depend on the class your child is in).

A meeting will be held as soon as possible. Concerns are always taken seriously and are listened to.

Staff will explain their views, where appropriate children will give their views and together parents, staff and where appropriate, children will agree a positive way forward. Communication will be maintained until the concern is alleviated.

Parental Concerns (Complaints Procedure)

Any complaints received will be recorded and acknowledged and dealt with fairly in a sensitive manner. Every effort will be made to deal with your complaint as soon as possible, the timescale for this is **5 working days** to resolve a **Stage 1 Frontline Resolution (FLR)**. Any action taken will also be reported back to the complainant and a summary of the concern/query will be retained in the pupil records file.

If the issue is not resolved to your satisfaction the complaint can be escalated to Perth and Kinross Council. **A stage 2 investigation would be undertaken within 20 working days.** Oakbank Primary School deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. Information on this is available on the Council's website as follows:

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

Visits for Prospective Parents

Parents who are considering enrolling their children into either the Nursery or the School are encouraged to visit the school to speak to the Headteacher or Depute Headteachers. Necessary visits to school take place after the school day. Videos of the nursery and school are available to prospective parents. This gives parents an opportunity to experience the ethos of the school, see various activities in progress and ask any questions which they may have. Parents are asked to telephone for an appointment if they wish to take advantage of this opportunity. Registration forms can be completed at the school office.

Communications with Parents

Parents are kept informed about the life, work and calendar of the school through our School Website, monthly newsletters and emails sent out by the School Office. 'Dates for your diary' are in every newsletter issued. We do rely on parents accessing this "electronic" information regularly as written reminders are not issued by the school.

Text alerts are only sent out in emergency situations and when the School Office is open. Parents are asked to provide their email address/es on registration and should notify the school if this changes.

We hold a “Meet the Teacher” session early in the first term and organise parent curriculum events to share the intended learning and approaches that will be used that session. Parent Contact appointments are organised in the autumn and spring terms each year. This is an opportunity for you to have an 8-minute appointment with your child’s class teacher to talk about your child’s progress. In the final term of each school session you will also receive a written report on your child’s progress from the class teacher.

Class “Learning Plans” are sent home at the start of a teaching block. These sheets give you information on the learning that will take place that term and any key information that you need to know. We ask that you use these to talk to your child about their learning and perhaps plan family events to augment the learning taking place in school. On a weekly basis your child will receive homework. At times they will also bring work home for you to look at.

We host curricular specific workshop style sessions for Parents/Carers over the course of a school year. We are always open to suggestions on other ways in which we can help communicate with parents/carers to support their child’s learning. We do contact home whenever there is a concern or information that we need to share. This can be by phone, e-mail or letter. It is important that we have up to date contact details at all times.

In the online Learning Journey platform, the targets the children are working on are sent home and serve to report on the experiences and outcomes being covered.

Children learn best when there is an “open” flow of communication between home and school and so we are more than happy to meet with parents if and when necessary to exchange relevant information with staff working with your child.

4 School Ethos

Our Vision at Oakbank Primary School

‘Mighty Oaks from Little Acorns Grow’

Values: **A**chievement **C**ompassion **O**pportunity **R**esilience **N**urture

Children are at the heart of what we do here at Oakbank Primary School.

Our vision, values and aims were developed in consultation with all stakeholders of our school community.

We aim

- to support, motivate and challenge everyone to **achieve** skills for life, learning and work
- to develop **compassion** by encouraging respect, empathy and kindness
- to provide a wide range of equitable **opportunities** to learn, grow and develop
- to build self-esteem and **resilience** to manage challenges and ‘bounce back’

- to provide a **nurturing** environment where everyone thrives, feels valued and respected

The ethos of our school is very much about shared involvement, leadership and responsibility. We have several groups which ensure that pupils have opportunities to take on extra responsibilities and to be involved in many of the decision-making processes within our school. e.g. Digital leaders, House captains, Rights promoters, Community team, Languages group, Health promotion, Safety group and playtime groups.

Positive Behaviour Management

At Oakbank we have high expectations and standards of behaviour of our pupils both in school and out with. We use **restorative approaches** to promote and maintain positive relationships. Restorative Approaches help children to resolve difficult situations through supported conversations. We expect our pupils to be accountable for their actions and to be responsible for resolving matters which have arisen as a result of their behaviour. Some children require extra support to do this. See our Positive Relationship Policy on our website for further information.

More serious incidents or persistent aspects of unacceptable behaviour by any individual child will be dealt with by the HT/DHT and parents will be informed and may be invited in to discuss further. At times supports are put into place in order to give individual children time to reflect and respond on moving their behaviour forward.

It may be necessary, in extreme situations where a child poses a continued health and safety risk to pupils and staff, the Headteacher will exclude a pupil from school for a period of time to allow further planning and support to be put in place.

Perth & Kinross Exclusion Guidelines (Aug 2021) are followed in such circumstances:

www.pkc.gov.uk/article/17425/Exclusion-of-pupils

Celebrating Achievement

Oakbank Primary School provides a wide range of opportunities, both in and out with the school day to help develop pupils responsibility, independence, confidence and enterprising attitude.

A small selection is included below:-

- Scottish Poetry competitions
- Show racism the red card
- Online safety sessions
- Curling, cricket, rugby, badminton and swimming are offered to encourage a healthy lifestyle
- After school football club
- Many pupils learn a musical instrument including strings, brass and percussion and perform in Perform in Perth
- P1-3 Nativity show annually and other class shows as well as P7 end of term celebrations
- The school is a digital school, a Sports Scotland Silver School, Bronze Rights respecting school, Eco school (9 flags) as well as achieving level 1 Nurturing schools award

At Oakbank we currently recognise the talents and skills of our pupils both in and out of school. Regular assemblies allow our pupils to share their talents and successes. Our Achievement Wall, Learning Journal and school newsletter helps us to communicate that to a wider audience. At times we are amazed at how talented our pupils are at activities they do after school. We enjoy sharing these moments of celebration with them.

School Expectations

Our school expectations are **READY, RESPECTFUL, SAFE** and are underpinned by the school's vision and values.

Anti Bullying Strategy

In line with the policy of Perth and Kinross Anti bullying strategy, Oakbank Primary School has made a positive effort to counter any bullying that manifests itself in the school, both in the classroom and in the playground.

Pupils are encouraged to bring any concerns which they have to the notice of the staff and these are handled as sensitively and as positively as possible.

Parents are asked to be alert to any signs which could indicate their child is being impacted, or has impacted others, and to work with the school in trying to eliminate this behaviour.

Parent's co-operation is sought in all aspects of handling behaviour within the school and our endeavour is to make Oakbank Primary School a safe and happy place for all pupils built on good nurturing relationships.

5 Parental Involvement

At Oakbank, we believe an effective school is built on strong partnerships within our school community. We are always keen to encourage parents to visit and become actively involved in the life of the school.

The school is grateful to any parent/carer who may wish to help on a regular basis in the following areas:-

- Sharing skills with learners e.g. craft, employment
- Supporting after school clubs
- Supporting with our leadership groups
- Helping out in the school library

Parents/carers will not work with children unsupervised. Risk assessments where appropriate will be completed. Parent/carers interested in helping should speak to the Head Teacher in the first instance.

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

Home learning

Home learning will be given to children in different amounts and at different levels depending on the work being done in the class at the time. When home learning is given, it is hoped that parents will co-operate with the school in making sure that it is done.

Home learning is not given to pupils who are absent through illness or on holiday. We request that children are not taken on holiday during term time as it adversely affects their learning.

6 Transitions

Transfer from Nursery to P1

Transition visits are organised during the Summer Term for children who will be moving from nursery to P1.

Children enrolling in P1 attending other nurseries are also invited to visit and additional opportunities are organised to support a smooth transition process.

P1 teachers also visit the relevant nurseries to meet the children and talk to staff.

From 2021, all 3-5 year olds and eligible 2 year olds 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.

Transitions within the school

Time is organised for class information including tracking, medical information and next steps in learning, to be passed on to the next teacher to help achieve continuity and progression.

Transfer to Secondary School

On completing their primary education at Oakbank, children normally transfer to Perth High School, Oakbank Road, Perth (Tel: 01738 472641)

Throughout the year there are close links between Oakbank and Perth High School. P7 pupils take part in a range of curricular events organised by Perth High School and associated secondaries to support transition where there is an opportunity for pupils to meet future classmates.

Close liaison between Oakbank and Perth High School staff ensures pupils who require an enhanced transition are given additional opportunities to visit Perth High School and meet Pupil Support Staff. Pupils transferring to other secondaries receive the same.

Children who reside in the catchment area for Oakbank Primary can also transfer to Perth Academy, Viewlands Road Perth (Tel: 01738 458000) if they wish.

Children attending Oakbank Primary who reside out with the catchment area must make a placing request if they wish to transfer to Perth High School.

Transfer arrangements to Perth High School are as follows:

During the Summer Term, usually in early May, the Depute Headteacher with responsibility for S1, together with Guidance Staff and colleagues from the Pupil Support Department visit Oakbank Primary. They meet and talk with the Senior Management Team, the teachers and pupils of Primary 7.

Subsequently, arrangements are made for all pupils transferring in August to Perth High School to visit the school during the month of June.

Parents of pupils in Primary 7 are given the opportunity of visiting Perth High School for information sessions.

All pupils about to transfer to Perth High School receive full written information about their classes from the Depute Headteacher in charge of S1, before the end of Primary 7.

Name: Perth High School
Address: Oakbank Road, Perth, PH1 1HB
Headteacher: Mr Martin Shaw
Tel No: 01738 472641

Website: www.perthhigh.net

Email: Perthhigh@pkc.gov.uk

You will of course be aware that you can make a parental placing request to attend a secondary school, other than the catchment school. Further information on how to make a placing request is available online at

www.pkc.gov.uk/article/17301/Placing-request

7 The Curriculum

The learning and teaching at all times takes account of national and council policies and guidelines. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of pupils; all work thus being tailored to meet the needs of the individual child.

In all classes, children experience learning situations which are organised, according to their nature, as class activities, mixed-ability group activities, similar ability group activities and individual activities. We use our school grounds to support learning and we take the advantage of educational trips and visitors to the school to enhance the quality of the learning experiences for our pupils.

All aspects of the curriculum are planned in detail to ensure proper progression and development of knowledge and understanding, skills and attitudes. Opportunities are planned for learners to apply their skills in a variety of contexts. The curriculum is continually being evaluated and assessed for relevance and appropriate modifications and changes are made to take account of these results and national guidance.

Our curriculum helps our pupils to develop skills for learning, life and work.

Language and Literacy including Modern Languages

The **Language and Literacy Programme** is structured in line with the Curriculum for Excellence. The programme ensures development in all four language modes – **reading, writing, listening and talking.**

The development of literacy skills plays an important role in all learning. Children will have the opportunity to read, write and listen to a range of stories and poems presented in a variety of ways. At Oakbank P1-3 are engaged in the phonic and reading approach using 'Read, Write Inc.' programme.

Throughout the school, pupils are encouraged to express themselves in an articulate manner and the language programme includes opportunities for them to develop fluency in using language. Discussion as a class, in groups or as individuals is encouraged and the whole curriculum offers a wide context for interaction and communication.

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

The Scottish Government 1+2 Language Strategy

All schools will be challenged to meet the Scottish Government's recommendation to provide opportunities for pupils to learn two foreign languages in all primary schools, the first from primary one onwards and a second being introduced no later than primary five.

Through their learning of a new language:

- they gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- they enhance their understanding and enjoyment of other cultures and of their own and gain insights into other ways of thinking and other views of the world
- they develop skills that they can use and enjoy in work and leisure throughout their life

The study of language plays an important role in all language learning and the development of literacy skills.

We teach French in our daily teaching and learning throughout the school (Nursery-P7) and in P5-P7 we teach Spanish and Scots language.

Mathematics and Numeracy

The structure of the mathematics/numeracy programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching mathematics and numeracy in the school.

Learning in mathematics enables children to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions

- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Children can expect their learning environment to support them to:

- develop self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build their resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

The school will inform parents when sensitive aspects of learning will be introduced in class e.g. relationships, sexual health and parenthood, drugs awareness etc.

Water Bottles in School

At Oakbank we encourage children to bring plain drinking water to school each day.

Physical Education

All pupils experience a minimum of two hours physical activity each week. This includes lessons delivered by our P.E. specialist, class teachers and a range of activities including our 'Daily Mile Challenge.'

Swimming

There are opportunities for pupils in P7 to attend the Perth Leisure Pool for swimming instruction once a week for 10 weeks within the school day, usually in the Summer Term. Pupils can work for and gain certificates and badges of proficiency in swimming.

Social Studies

The structure of the social studies programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching social studies in the school.

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Social Studies are made up of three organisers which bring together ways in which pupils learn about the world, the past and differing cultures and societies.

- people, past events and societies
- people, place and environment
- people in society, economy and business

Sciences, Including Sustainable Development

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable children to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society

- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables children to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Pupils are taught about Internet ethics and safe use of electronic communication.

Expressive Arts

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Children's learning in, through and about the expressive arts:

- enables them to experience the inspiration and power of the arts
- recognises and nurtures their creative and aesthetic talents
- allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for them to deepen their understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations

'Expressive Arts' refers to music, art and drama. Class Teachers plan an appropriate programme based on the outcomes and experiences in Curriculum for Excellence. Theatre groups perform in school on occasions to give children experience of professional artists.

Expressive Arts are integrated wherever possible into other areas of the curriculum.

Religious/Moral Education

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life
- the structure of our Religious and Moral Education programme takes account of Curriculum for Excellence, outcomes and experiences. There are three organisers for religious and moral education

These are:

- Christianity
- World religions selected for study
- Development of beliefs and values

Religious Observance

Parents/carers should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupil or their families.

Pupils enjoy celebrating Christian festivals at Easter and Christmas. We have visits from Gospel Hall representatives and visiting ministers.

Our regular weekly Assemblies (non-religious) are led by member of the Senior Leadership Team.

Under the education (Scotland) Act 1980, Parents have the right to withdraw children from religious education and from assembly if they wish. Such requests should be made to the Headteacher in writing.

8 Assessment and Reporting

Assessment of children's learning is on-going and is in line with Curriculum for Excellence guidance. Pupils will progress through levels, typically over a three-year period with scope for breadth and depth of learning opportunities.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels, which are explained in the table below.

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some the fourth level broadly equates to SCQF level 4
Senior phase	S4-S6 and college or other means of study

'Assessment is an integral part of the learning and teaching process which for our pupils will demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of tasks and activities including dialogue and interactions with peers and teachers, practical investigations, performances, reports, oral presentations and discussions as well as specific assessment tasks, activities, tests and examinations.' (Building the Curriculum 5, 2010)

Taking account of Curriculum for Excellence assessment guidelines, teachers will use their professional judgement to decide the level towards which each child is working. A teacher will collect evidence of that attainment from class work or may use a formal summative assessment to check his/her own judgement that a child has attained a level. As most children will normally take three years to cover the experiences and outcomes within each level, assessment is an ongoing process.

Assessment:

- supports learning by focusing on the process of children moving from where they are in their learning towards their desired goals. Assessment can also be used to identify and plan any support they will need to achieve these goals
- will focus on the application of standards and expectations of each learner's progress and achievement in knowledge and understanding skills attributes and capabilities

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Effective ongoing assessment is about establishing where children and young people are in their learning, where they are going and how best to get there.

Sources of evidence can include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
- records (oral, written, audio-visual) created by children which may include self assessment and/or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue
- written responses
- a product, for example, piece of artwork, report, project
- accounts provided by others (parents, other children or young people, or other staff) about what learners have done

National Standardised Assessments

The Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. The online, diagnostic assessments will focus on reading, writing and numeracy skills. Each child in P1, P4 and P7 (and S3) will complete the assessments as part of their normal class work. The assessments usually take place in November, January and April. The assessments are diagnostic and will give teachers and managers a picture of each child's strengths and next steps for learning. Children do not have to revise or prepare for these assessments. The assessments do not give scores, grades or levels. The assessment data gathered will give information on each child's progress in their learning and will be used by teachers when they are planning the learning experiences and activities for their class. This information, along with all the other information teachers gather on how children are progressing, will inform teachers' professional judgements on their pupils. As this is very new to us all, there will be a number of training opportunities for all staff and further information for parents. Meanwhile information for parents can be accessed on:

<https://standardisedassessment.gov.scot/parents-and-carers/>

Reporting

Each pupil's performance is recorded by the teacher and communicated to parents during twice-yearly meetings. For these meetings, parents are given an appointment time so that they may discuss their child's progress. Annual Reports are also issued at the end of the year summarising the results of pupil progress and identifying next steps.

We also provide two opportunities each session for parents to visit their child's classroom and look at their child's work.

Parents are most welcome to discuss their child's progress at any time, particularly if it is giving cause for concern. If you wish to do so, please telephone the school or send a note to the class teacher so that a convenient time can be arranged.

If a pupil moves to another school or transfers from nursery to P1 or from P7 to secondary school, a record of his/her progress is passed on so that the transition can be made as smoothly as possible.

9 Support for Pupils

Oakbank aims to provide a safe, inclusive and nurturing environment to ensure all pupils are able to benefit from the opportunities provided.

'The Treehouse,' is an integral part of Oakbank Primary School, an intensive support provision which provides specialist support to meet the needs of individual pupils who have complex additional needs.

At times all children may experience barriers to their learning or social development. Assessment is an everyday integral part of learning and teaching in Oakbank. Through this process the teacher is able to identify where a child needs additional support. When a class teacher notices that a child is experiencing a barrier to learning, he/she will employ a range of universal strategies to support the child. If after some time these strategies are not working, the class teacher will make a referral to the Pupil Support Teacher where a staged intervention of targeted support may be required.

Referrals may be made by class teachers and/or parents. Parents should discuss any concerns with the class teacher first who will then initiate the referral process through the Depute Headteachers/Headteacher. Parents will be kept informed of any assessments/referrals to other agencies e.g. Speech and Language, Educational Psychologists etc.

Oakbank values the partnership of parents and other agencies in working together to meet additional support needs. We adopt a holistic approach to assessment as recommended by the local authority. There is a range of assessments which may help provide some information about difficulties experienced by a learner, but the most important aspect of an assessment is to look carefully at the child and his/her learning, observe difficulties experienced and identify ways of supporting learning. In every case our aim is to respond to the pupil's needs appropriately, discuss with parent/carer and continue to monitor.

For further information click on the link below:

www.pkc.gov.uk/article/17278/Schools-additional-support-

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

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

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

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.

10 School Improvement

The school publishes an annual **Standards and Quality Report** which is emailed to parents and is posted on the school and council website. The report includes attainment information, details of achievements over the last 12 months and identifies the school's priorities for improvement over the next session.

A summary of the **School's Improvement Plan** is also issued to parents and is posted on the school website.

Both these documents help to ensure that parents are kept fully informed of the school's performance.

11 School Policies & Practical Information

The authority website provides information on policy

School enrolment to include primary, placing requests and composite classes

www.pkc.gov.uk/article/17276/School-enrolment

Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition

www.pkc.gov.uk/article/17282/Schools-grants-and-benefits

Information of Educational Psychology Services

www.pkc.gov.uk/eps

Primary School Meals and free fruit

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

Arrangements for Emergency Closure

e.g. SEVERE WEATHER CONDITIONS - HEAVY SNOW, WIND, FLOODS

The Health and Safety of pupils and staff will be paramount at all times.

Our group text message and e-mail service will be used to inform parents/carers that the school is to be closed early.

It is very important that:

- we have up-to-date emergency numbers
- we know if your child is to be collected by another parent/adult
- we know if we need to contact you by other means

- our telephone line is kept as free as possible so we ask you only to telephone the school if absolutely necessary. Text and e-mail messages will detail pick up arrangements etc.

Useful Contact Information for Parents

Please note announcements of school closures will be made as soon as possible following receipt of information from schools advising of a closure.

Service	Contact Details	When Used	Other Comments
Radio Tay Am	Not applicable	All Instances	Frequency AM 1584 and 1161
Radio Tay Fm	Not applicable	All Instances	FM 96.4 and 102.8
PKC Customer Service Centre – Number for Parents	01738 475000 (main Council line)	All Instances	Available from 08:45 hours to 17:00 hours Mon-Fri
PKC website	www.pkc.gov.uk	All instances	Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk where closures will be flagged up on the Home page, or alternatively access the information on http://www.pkc.gov.uk/schoolclosures
PKC Twitter and Facebook	www.pkc.gov.uk	All instances	
Radio Heartland	Not applicable	Widespread conditions	FM 97.5, 106.6 Used if schools closed are within an area known not to receive Radio Tay signal
Radio Central	Not applicable	Widespread conditions	FM 103.1 Used if schools closed are within an area known not to receive Radio Tay signal

Organisation of School Day

Primary 1 to Primary 7	9.00 am.	3.05pm
Each class has 50 minutes for lunch	P4-P7 12.10pm to 1.00pm	P1-P3 12.35pm to 1.25pm
Nursery (service opening hours)	8.00 am.	6.00 pm.

Uniform

Oakbank Primary School strongly encourages the wearing of school uniform by all pupils. This makes our children easily identified and encourages a community spirit and sense of team. The school colour is grey.

Pupils can wear grey trousers, tailored shorts, pinafores or skirts. Grey school

sweatshirts or grey knit wear (jersey, cardigan or pullover).
School polo-shirts, plain white polo-shirts, white or grey shirts with school ties should also be worn.

Casual attire more suited to evening and weekend wear should not be worn to school. Wearing either the school sweatshirt or tie clearly identifies a pupil to Oakbank Primary School.

The following items of school wear can be purchased online through Sprinterz Bankfoot – www.sprinterz.co.uk

Sweatshirt in grey with a school logo

Polo shirt with embroidered school logo

Oakbank School jackets with embroidered school logo

Grey zoodies with embroidered school logo

Black zoodies with embroidered school logo (for outdoor PE)

Oakbank Primary School Gym bags and Homework bags can be bought from the school office via your Parentpay account.

Oakbank Primary School tie is available from the following stockists:

Stevenson's, 85 Scott Street, Perth

If your child is wearing a shirt instead of a polo-shirt to school, then a school tie should also be worn.

The wearing of jewellery and nail polish is discouraged, and we request parents' support in keeping earrings and other jewellery for social occasions when children are not in school. Please note that, for reasons of health and safety, jewellery cannot be worn in gym lessons. If small earrings are unable to be removed for gym, they must be covered with tape for safety reasons.

Physical Education Kit

It is requested that for gym, pupils should wear plain white t-shirts, or polo shirts, and black/navy shorts.

Trainers/gym shoes, other than those worn outside, should be brought on gym days. Please note that trainers should not, for health and safety reasons, be worn for gymnastics, gym shoes are suitable.

Pupils may come to school dressed for PE on the days that they have PE. This saves time on changing. No football colours are accepted.

An **Outdoor P.E Kit** is also required by all children. They should have a tracksuit, outdoor shoes and a coat suitable for outdoor P.E. Oakbank hoodies for outdoor P.E are optional and can be ordered from www.sprinterz.co.uk .

Please label all items clearly with the pupil's name and class in a gym bag to hang on a coat hook. These can stay in school during the term and be taken home for washing each holiday.

Extra-Curricular Activities

Clubs are organised on a voluntary basis and may change from year to year. Further information regarding clubs is issued separately. Active Schools support parent volunteers who would like to help run a club.

Educational Trips

Class teachers often arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Parents will be asked to contribute to the cost of these trips. Mindful of cost of the school day, we will seek to source educational visits that offer subsidies and ensure all such visits provide value for money.

When a child enrolls at Oakbank Primary School their parents/carers are asked to sign a blanket consent form covering school outings. This may be used to cover spontaneous outings e.g. a walk to collect leaves, a trip to the local park to plant bulbs and other planned outdoor learning activities. It is our practice that wherever possible we always issue a separate permission slip for class outings, football team fixtures etc.

An outdoor activity event over a few days is organised annually for P7 pupils and details are provided to parents at the time of booking the event. Again, we are mindful of cost of the trip and ensuring it is inclusive for all to attend.

School Meals

Lunches are reordered using an order system in class.

Parents paying for a school meal must pay in advance of the meal being taken. We have an online system now for parents to pay for lunches called, 'ParentPay.' Activation letters with further information will be given to you when your child starts at Oakbank.

All P1 to P5 and Nursery children are entitled to free school meals. Free meals for P6 to P7 children cannot be given unless appropriate authorisation has been approved by Perth & Kinross Council.

www.pkc.gov.uk/freeschoolmeals

Oakbank Kids Club

Oakbank Kids Club offers after school childcare during term time from 3.05 pm until 6.00 pm. The service is registered with the Care Inspectorate.

The Kids Club is based in the Dining Hall and offers a wide range of play activities, both indoors and outdoors to suit the individual needs of the children attending.

Opening Times

3.15 pm – 6.00 pm Monday to Friday (Term Time)

8.00 am – 6.00 pm School Holidays and In-Service days (depending on demand)

Prices

Annual registration fee £13.00 per child or £20.00 per family

Term Time fee £9.70 per session per child and £9.20 per sibling

Holidays and In-Service day fees

Up to 5 hours	£19.00
Up to 7 hours	£21.25
7 hours+	£23.50

For further information please contact Oakbank Kids Club (01738 477576).
OakbankKidsClub@pkc.gov.uk

Oakbank Safe Start

There is a morning provision Safe Start Club here at the school. This is run by parents and staff to give children of Oakbank Primary School a safe morning start whilst parents work. This is between 8.00 am – 9.00 am. Enquires may be made via email oakbanksafestart@yahoo.com

Instrumental Tuition

Free tuition is available for pupils who show particular aptitude in **VIOLIN, VIOLA, CELLO, DOUBLE BASS, PERCUSSION and BRASS**, although it should be noted that the number of places depends upon the time that the instructors can make available to the school.

School Pupil Council

One of the purposes of Oakbank School Pupil Council is to assist the Senior Leadership Team in the management of the school as part of the consultation and decision-making processes. The SLT take account of the views of the council in reaching decisions.

Aims

- involve the whole school community in developing and maintaining shared standards of behaviour
- improve communication structures at every level within the school
- encourage pupils to become partners in their own education and make a positive contribution to the school environment and ethos
- promote responsibility and build self-esteem by involving pupils in decision making

Ambassador System

Nurturing responsible citizens and confident individuals is an important element of Oakbank Primary School. Primary 7 pupils are encouraged to take responsibility for their school and then to contribute positively to both the school and the wider community.

Aims

- complement Pupil Council
- promote P7 pupil participation in the life of the school
- allow P7 pupils to be actively involved in making decisions and taking responsibility
- assist in raising pupil morale and the ethos of the school
- enable P7 pupils to develop more positive views and attitudes that impact on pupils throughout the school
- allow pupils to gain positive ownership of their school

We also operate a P1 buddy system. Buddies support the new Primary 1 children in the dining room and in the playground.

School Registration

Parents are asked to register new intake P1 pupils in January of the year they are due to start school. Parents moving into the area who wish to enrol their children at the school should contact the school office.

Parents living out-with our catchment area must complete a placing request form to apply for a place for their child to attend Oakbank Primary School. Details of this are available at:

www.pkc.gov.uk/article/17276/School-enrolment

Nursery pupils are usually invited to register in February each year.

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

Security- Visitors to School

You will appreciate that security is a very important issue for us in school. It is vitally important that we know exactly which adults are in school at any given time and for what purpose. We have a security entry system at the main front entrance door and must ask that all parents enter by this door. Once inside the building, parents are asked not to open doors to any other adult. Similarly, children do not open the external doors for visitors.

All visitors to the school sign in and wear an identity or visitor's badge for the duration of their visit. Parent helpers wear badges and school staff wear Perth & Kinross ID badges.

Health Care

Oakbank Primary is a Health Promoting School. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging health programme for all learners, nursery through to P7.

We work in partnership with health agencies to provide the best health care for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed for pupils in need of this service.

All P1 children have their vision, height and weight check. At other stages of the school hearing and vision tests are carried out if concern is expressed by parents or teachers.

Occasional dental checks are carried out with parental consent and these are usually with P1 and P7 pupils. There is a tooth brushing programme in nursery as part of the Child Smile which is a national programme.

<https://www.childsmile.nhs.scot/professionals/childsmile-toothbrushing/>

P1-P7 pupils can also receive their annual flu immunisations in school.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. The school office keeps emergency contact number(s) should we need to contact you in the event of

an emergency. It is essential that you keep us informed of any changes.

If a child needs to take medication prescribed to him or her by a doctor or hospital, the parent **must** personally deliver the medicine to the school, fill in the required form, which is available from the office and give instructions for the medicine's use. If this procedure is not followed, we are not able to administer medication to any pupil. Only prescribed medication by a doctor/medical professional can be administered by school staff.

We have staff trained in First Aid and when your child is required to have First Aid administered by them, they will be issued with a first aid sticker and if necessary accompanied by a written note home. School staff will contact parents if there are any concerns about a child's welfare during school hours.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. The Scottish Government recommendation is that alert letters are NOT sent home in the management of head lice infection. Consequently, we ask parents to check their child's hair regularly. See the link below re advice:

www.scotland.gov.uk/Publications/2002/09/15500/11382

12 Child Protection

The safety of our pupils is paramount. Schools are required to report if we think any child has come to harm as a consequence of possible abuse and/or neglect.

The Child Protection Officers (CPOs) at Oakbank Primary School are:

Headteacher - Mrs Morrison.

Depute Headteachers - Mrs Burton, Mrs Forbes, Mrs Johnstone

Principal ECP Nursery – Mrs Gibb

Teacher – Mrs Stewart

Should you have a concern about any child in, or out with, our school, please contact school or the Child Protection duty team on the number below. All children have the right to be kept safe from harm.

Duty Team Number: 01738 476768 (24 hours)

Further information can be found by clicking this link www.pkc.gov.uk/childprotection:

GIRFEC

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

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

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

the wellbeing indicators are referred to as SHANARRI.

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

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

13 NURSERY

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 Oakbank.

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.

All 3-5-year olds and eligible 2 year olds 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.

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>

Oakbank 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. Parents/carers of children in 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.

Oakbank School has a purpose-built nursery for 93 pre-school and ante pre-school children. The Nursery is an integral part of the school.

The Nursery also has 8 full time places for 'Support for Children and Family Places' and 5 places available for 'Strong Starts' (2-year-olds).

From January 2021, Oakbank Nursery became an Early Learning and Childcare Centre (ELC) for 45 weeks of the year, open from 8.00 am – 6.00 pm. There are options available for a variety of attendance patterns.

Please see Perth and Kinross website www.pkc.gov.uk for further details.