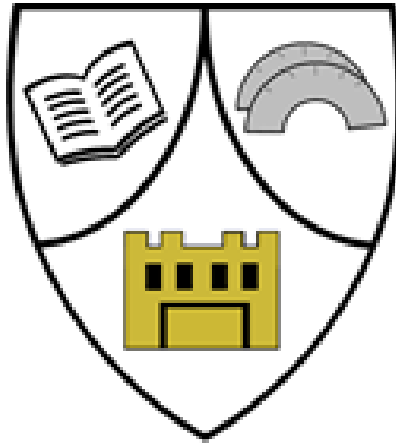


Ruthvenfield Primary School



*Hardworking, Happy
and Confident*

School Handbook Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

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.

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer

Introduction

Dear Parents and Carers,

I would like to take this opportunity to welcome you and your family to Ruthvenfield Primary School.

Ruthvenfield Primary School, built in 1868, is a small, non-denominational rural school situated in the hamlet of Ruthvenfield, just two miles west of Perth. Our school has grown from a one-teacher establishment to a vibrant learning community of 54 pupils across three classes. In 2006, an extension added an additional classroom and office areas. Our building has four classrooms as well as a multi-purpose room which serves as a dining hall and gym hall. Our playground includes a mature willow area with picnic benches, a football pitch, and a mud kitchen area. We also have a climbing wall, painted playground games, and a shelter shed. Beyond our school grounds, we have access to a large field for use in good weather and a trim trail jointly funded by the community and Parent Council. We are proud of our beautiful setting and the strong sense of community that surrounds us.

Our vision, DREAM BIG, inspires every child to aim high, believe in themselves and achieve their full potential. Through high-quality learning and teaching, we support pupils to become successful learners, confident individuals, responsible citizens and effective contributors. We value achievement in all its forms and strive to create a happy, safe and welcoming environment where learning is enjoyable, inclusive and meaningful.

We are proud of our many achievements. We were rewarded with a UNCRC silver award in 2018. In 2025 we were recognised with a Digital Schools Award as well as gaining our Level 1 Nurturing Schools Recognition.

Pupil leadership plays an important role in our school, with children having opportunities to be House Captains and Vice House Captains as well as being part of pupil-led committees. This year, our committees include eco, rights respecting, playground development and inclusive practices.

We believe that strong partnerships between home and school are key to every child's success. From the earliest stages, we work closely with parents and carers to ensure that your child's educational, social and emotional development is supported. Together, we aim to provide opportunities for every child to develop skills for learning, life and work while celebrating individuality and encouraging ambition.

This handbook provides an introduction to our school and a general overview of the education and experiences your child will enjoy here. It also reflects the caring, inclusive ethos that underpins everything we do. Further information can be found on our school website, or you are welcome to contact us directly with any questions.

We look forward to working with you and your family and hope your time with Ruthvenfield Primary School will be a very enjoyable experience.

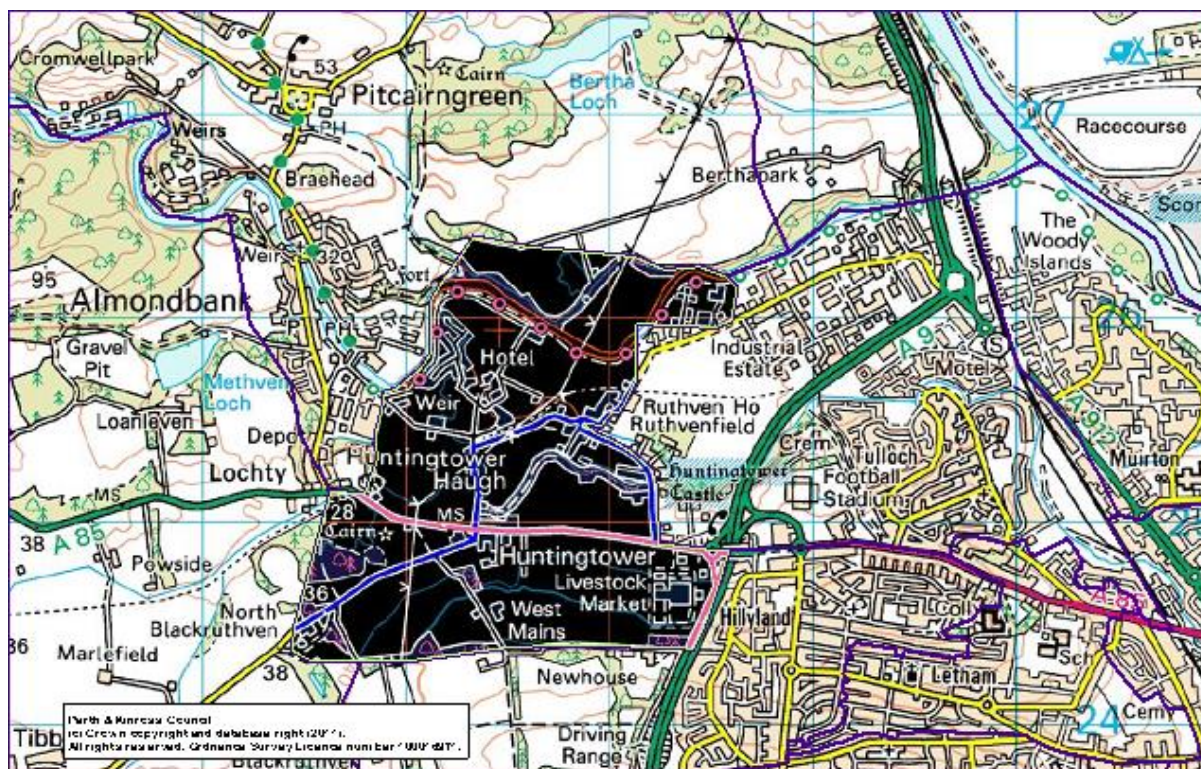
Yours sincerely,



Mairi Kennedy
Headteacher

Delineated Area

Priority is given to pupils within the catchment area shown below as per Perth and Kinross Council policy. For those residing outwith the delineated area, a formal Placing Request is required. This is subject to conditions and forms are available from the school and on the Council's website: <https://www.pkc.gov.uk/article/17301/Placing-request>.



Contact Details

Headteacher: Mrs Mairi Kennedy

Address: Ruthvenfield Primary School
Ruthvenfield
Perth
PH1 3JP

Telephone: 01738 452990

Email: ruthvenfield@pkc.gov.uk

Website: <https://blogs.glowscotland.org.uk/pk/ruthvenfieldprimarschool/>

Parent Council

Chair: Shona Condie
ruthvenfieldparentcouncil@aol.com

Status: non-denominational, co-educational, Primary 1 – 7

School Roll: 54, across 3 classes (P1/2, P3/4/5 and P6/7)

Concerns

Any concerns should be raised in the first instance with the child's class teacher. Please contact the school office to make an appointment. A response will usually be given within 24-48 hours. Beyond that, you may wish to seek an appointment with the Head Teacher. All concerns will be dealt with in accordance with the school's relevant policy and procedure.

Procedure in the case of pupil absence or sickness

Every school day matters—consistent attendance and being on time help children achieve their full potential. Parents and carers are legally required to ensure that their child attends school regularly. Absences should only occur for illness or exceptional circumstances, and the school must be informed promptly with a reason for any absence.

If your child is unwell and they are unable to attend school, please contact the school by 9:15am on the first morning. Where no explanation is received by 9:30am, school staff will telephone or text parents/carers to ensure your child is safe. If you know in advance that your child will be absent (e.g., for an appointment), please inform the school by letter or email stating the date and reason.

It is important we know the reason for any absence so it can be recorded accurately. For longer periods of illness and frequent absences, we may ask for medical evidence such as a doctor's note. Regular attendance is vital for learning, and unexplained or persistent sickness absence may lead to further follow up. Unexplained absences will be recorded as unauthorised.

Where possible, holidays should be taken out with term time as research shows this can disrupt learning and progress. If a holiday during term time is unavoidable, parents must submit a written request to the Headteacher. Please note that, in line with national guidance, all holidays taken during term time will be recorded as an unauthorised absence even if permission is requested. Regular attendance is essential for your child's education and persistent absence may lead to further action.

When there are concerns about low attendance, the school will action clear steps to address this with parents / carers. Attendance is monitored closely. If a child's attendance falls below an agreed level, the Head Teacher will follow up with parents/carers. This may begin with a formal letter offering support, but continued absence may lead to referral to the Perth & Kinross Attendance Sub-Committee. www.pkc.gov.uk/article/17427/Attendance.

If you are experiencing difficulties with your child's attendance, please speak to the school in the first instance.

If your child becomes ill or is injured during the school day, we will contact you to arrange collection. If parents cannot be reached, the child will be sent home with the emergency contact. In the event of an acute illness or injury and no contact can be made, the child will be transported to a doctor or hospital by staff car, taxi, or ambulance under staff supervision.

Please ensure the school has up-to-date emergency contact details and inform us of any medical conditions so we can support your child appropriately.

The complaints procedure

We aim to work closely with parents and carers to build positive, welcoming relationships based on trust and mutual respect. We aim to resolve any concerns quickly and informally. If you have a concern about your child's education or school experience, please speak to the class teacher or Headteacher in the first instance. A response in writing will be given within 5 working days. If the matter cannot be resolved at school level, you can make a formal complaint through Perth and Kinross Council's Complaints Procedure, which ensures complaints are handled fairly and promptly.

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

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

Arrangements for visiting the school

Prospective parents are welcome to visit the school at a mutually convenient time. During your visit, the Headteacher will give a tour of the school and answer any questions you may have. You can also find out more information on our school website. Please note that we only accept children living within our catchment area. When registering, please have your child's birth certificate, a current utility bill and your council tax documentation ready for photocopying.

Communication with Parents

Ruthvenfield Primary School values strong partnerships with parents and welcomes regular contact. We use a variety of methods to keep you informed and involved. These are:

- School website
- newsletters
- phone calls
- emails from school office
- Interim Report (once a year)
- Summary Report (once a year)
- Parent Contact (twice a year)
- Learning Journals
- Meet the Teacher (once per year)
- Sharing the Learning Events (three times per year)






We encourage parents to share any information that will help us support your child's learning and wellbeing. If you would like to speak with a teacher, please make an appointment with the school office.

Please follow the link to our school's Communication Policy: [School-Parental-Carer-Communications-Policy.pdf](#)



Reporting the whole picture



| | | | |
|--|---|--|---|
| Pupil digital learning logs (Learning Journal) | Home/School link books in P1 | Learning walls and Displays | Parents' meetings or evenings |
| Annual Progress reports |  Newsletters | School Website | Homework/ Sharing learning activities |
| Concerts and Performances | Assemblies  | Open afternoons |  |
| GIRFEC  | Learning conversations Teacher/Pupil |  Twitter @ Ruthvenfield | Next steps for learning |

School Ethos

Our 'DREAM BIG' vision is of a motivated and happy school community where achievement is valued and encouraged through a positive ethos towards learning, work and relationships. We strive to ensure that opportunities exist for all the children in our care to achieve their potential.

Our Values:



We aim:

- to provide excellence in Learning & Teaching and Achievement for all
- to provide a safe and nurturing environment for learners
- to support all members of the school community through effective communication and shared goals

We reinforce the school ethos using our House System on a daily basis. All pupils belong to four houses and collect points for merit based on the school values. The Houses are named after the local area – Gowrie, Huntingtower, Ruthvenfield and Tibbermore.

We celebrate Pupil achievement through our Wider Achievements display and on Learning Journals. If your child has a wider achievement, please share this with the school so we can celebrate this too.

At Ruthvenfield Primary School, we are committed to fostering pupil voice, leadership and active participation in school life. By empowering our learners to take an active role in shaping their school experience, we support the development of the four capacities of Curriculum for Excellence: helping our learners develop the skills to become successful learners, confident individuals, responsible citizens and effective contributors.

We show a commitment to pupil voice, through our recently introduced pupil-led committees, giving children regular, meaningful opportunities to lead, collaborate, and influence positive change across the school. Pupil-led committees align with national priorities around pupil participation and rights-based education.

Each fortnight, our learners will join, in vertical groups, the committee they have signed up to. To lead change, the groupings will work together for a school session. Our committees are eco, rights respecting, playground development and inclusive practices.



Partnerships with the Church

Our school has strong links with our local church at Almondbank and Pitcairngreen. The Gospel Hall lead sessions and share messages with the pupils in some of our Assemblies.

Ruthvenfield Primary School in the community

The school encourages links with the community. Each year we hold a MacMillan Coffee Morning for our Ruthvenfield families and community members. We work closely with Perthshire Rugby and engage in the sporting events delivered by our Active Schools Coordinator at Bertha Park High School. Our Community Christmas Fayres happen every second year, often inviting local community members to attend and sell their goods.

Positive Relationships

At Ruthvenfield Primary, positive behaviour and motivation are rooted in strong relationships and a supportive ethos. Staff model respect and empathy through greetings, active listening, and creating safe spaces for self-regulation. Learners are empowered through class charters, school values, and programmes like Colour Monsters, EmotionWorks and Bounce Back, which build emotional literacy and resilience.

In addition to the positive strategies that form the core of our behaviour blueprint (please see below), Ruthvenfield Primary School uses restorative approaches in line with Perth and Kinross guidance ([restorative approaches.pub](https://www.perth.gov.uk/restorative-approaches)). Restorative Approaches are aligned by the philosophy and practices of restorative justice, which prioritise repairing harm and restoring relationships over assigning blame and dispensing punishment.

Recognition systems such as house points, positive notes home, and assembly awards celebrate success, while restorative approaches ensure harm is repaired and relationships strengthened. By combining clear expectations, pupil voice, and inclusive strategies, we create an environment where every child feels valued, motivated, and ready to thrive.



Behaviour Blueprint

Consistencies

1. Daily Meet and Greet with a smile
2. Kind Words - appropriate voices, good manners
3. Respectful Actions - holding doors, good listening, caring for our learning environment and resources
4. PACE Approach (Playfulness, Acceptance, Curiosity, Empathy)

Daily Routines

1. Responsible and safe walking (in lines, one behind the other)
2. Being ready and on time (tidy up when asked; line up when asked, follow instructions promptly)
3. Classes collected quickly and promptly
4. Focus and praise those doing the right thing

Recognition

1. House Points
2. Star of the Week recognised in weekly Assemblies
3. Achievements shared in Assembly
4. Wonderful Work Wall in Classes
5. Achievement Board to recognise and celebrate wider achievement
6. Success shared with families on Learning Journals
7. End of Year Awards



Scripts and Mantras

1. Bounceback Acronym
2. Colour Monsters and EmotionWorks language
3. Emotional Check ins
4. Use the child's name
5. Self regulation language:

I noticed you are...

Remember, we show (add value) because (give reason).

Let's try that again, but this time (give expectation).

I need you to.... Can you show me how we can do that?

Thanks for listening.

Stepped Consequences

Every day is a new start!

1. Calm reminder of school values and expectations
2. Check in to have a chat and check needs are met
3. Clear and private reminder
4. Additional Opportunity
5. Calm / Reflection Time
6. Support from Senior Leadership Team
7. Repair and possible consequence

Restorative Conversations

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

These conversations are supported through the use of a FIX IT Folder or CALM Kit.

Visuals are used to support our Rights Respecting Actions.

Communication with Parents

We continue to communicate with parents and carers regularly. Our website is regularly updated to share key information and calendar dates. Achievements and learning are shared through our online Learning Journals. Our monthly newsletter keeps parents up to date with what is happening in school. Our recently introduced Sharing the Learning events are a great way for parents to come into the classroom and take part in learning activities with their child. The school communicates its intentions in relation to the delivery of high-quality education through the School Improvement Plan and Standards and Quality Report.

An Interim Report is shared in November followed by a Summary Report in March. There are two Parent Contact sessions a year where teachers will share a general progress report. The Scottish Schools (Parental Involvement) Act 2006 sets out three broad areas in which

parents and carers can be involved in their child's education.

- **Learning at Home:** The Act aims to help parents become more involved in their child's learning. Our Learning Trees are shared via Learning Journals so parents and carers are aware of what is being taught in school and gives suggestions on how you can support your child at home.
- **Home-School Partnership:** The Act aims to promote parental involvement. Our school involves parents in completing surveys, sharing ideas and suggestions. We invite parents in to Sharing the Learning Events. Where possible, parents will accompany classes on school trips.
- **Parental Representation:** The Act includes all parents as members of the school's Parent Forum. As such, your thoughts will be sought on a wide range of issues and topics. Parental evaluation of the school's performance is gathered on an annual basis and evidence from this is shared in an open way and contributes to the School Self Evaluation. From the Parent Forum, a Parent Council will be elected.

Ruthvenfield Primary School has an active Parent Council that meets termly. Parents are welcome to join the Parent Forum and share their views with the Parent Council. The AGM of the Parent Council is held during the Autumn term.

Present Parent Council Members are:

Chairperson: Shona Condie

Treasurer: Julie Jack

Secretary: Jon Storer

Ruthvenfield Primary School has staff on duty at reception from 8.30am– 4pm. The school also has an answering service. The Head Teacher is also available to meet with parents; however it is best to arrange an appointment. We strive to be responsive to communications within 24-48 hours.

For further information about parental involvement visit:

<http://www.pkc.gov.uk/parental-involvement>

Transitions

From Nursery to Primary One

The transition from nursery and preschool settings is supported by a 'moving to primary school programme'. This programme involves meetings between P1 teachers and nursery staff, visits to preschool centres and joint planning for transition. Pupils and parents are involved in an orientation visit together and then a further visit for pupils only and there is an opportunity for them to stay for lunch on that day. Pupils are also supported in their transition to primary school by buddies from Primary 7.

From Primary Seven to Secondary One

The transition from primary to secondary is supported by a transition programme with some key components. Initial meetings usually take place for pupils and parents with the secondary school, usually during term 2. This is followed by a visit from the Secondary Head Teacher to Ruthvenfield Primary or a 'Roadshow Event' where staff and pupils from Bertha Park High School visit our school to showcase all that is on offer within the secondary experience. During term 4 a series of transition events bring clusters of primary schools together to focus on the social and emotional aspects of moving to secondary school. Near the end of term 4 there are 2 formal transition days where Primary 7 pupils attend secondary school and experience their S1 timetable. These are usually in mid- June. Primary 7 pupils complete a learner profile during their final year at primary school, and this document summarises the pupil's achievements, skills and aspirations in learning. This profile along with a full curricular report is shared with secondary staff to ensure continuity and progression in learning. There is also a meeting between P7 teachers and the secondary school for pupil support prior to transition.

Enhanced Transition arrangements exist for pupils with additional support needs. This process begins with an ASN Transition meeting involving parent/carers, school staff from both primary and secondary and all other relevant professionals.

Bertha Park High School is the destination secondary school for pupils from the catchment area that includes Ruthvenfield Primary. Please find the school contact details below.

The Bertha Park High School catchment area includes pupils from the Local Development Plan (LDP) housing areas at Bertha Park, Almond Valley and Perth West. They are joined by the primary school catchment areas serving Auchtergaven, Logiealmond, Methven, Pitcairn, Ruthvenfield, Oudenarde, Forgandenny, Forteviot and Dunbarney.

Bertha Park High School opened in August 2019 with S1 and S2 pupils transferring from Perth Grammar School.

School Address

Bertha Park High School
Perth
PH1 3SW

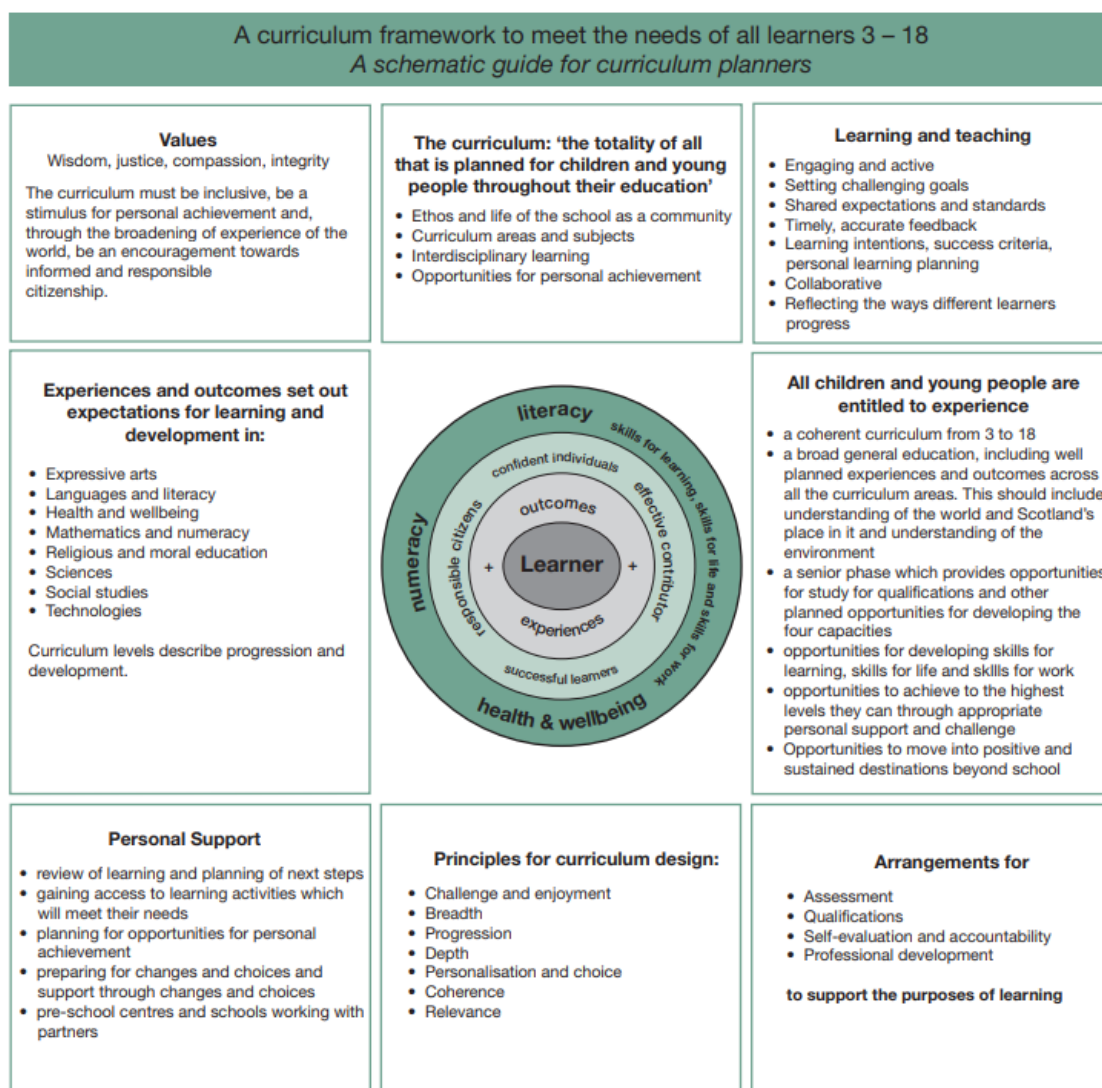
Tel: 01738 452300

Website: www.berthaparkhigh.org.uk

Email: BerthaParkHSP@pkc.gov.uk

Twitter: @berthaparkhigh

The Curriculum



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 guides us in our delivery of a broad general education for all learners aged 3-18.

The structure of Curriculum for Excellence entitles every child 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 offer learners the opportunity for personalisation and choice. Learning activities are structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and experiences link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children learn to 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 continues to be assessed in rigorous ways throughout a young person's time at school. 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 fulfil 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.

The curriculum is grouped into eight broad subject categories:

- Literacy and English
 - Expressive Arts (Art and Design, Dance, Drama and Music)
 - Health and Wellbeing
 - Numeracy and Mathematics
 - Religious and Moral Education
 - Sciences
 - Social Studies
 - Technologies
 - Modern Languages
-
- **Literacy and English** (reading, writing, listening and talking)

Literacy and language are at the heart of learning and development. Children develop literacy skills through a wide range of meaningful experiences across all areas of learning. They learn to listen and talk for different purposes, read with understanding and write to communicate ideas clearly. Skills are built progressively, from exploring sounds and words in the early years to analysing texts and creating extended pieces of writing in the upper stages. Literacy is embedded in every subject, giving children plenty opportunities to supply their skills in real-life contexts, think critically and express themselves confidently.

- **Expressive Arts**

Art and Design

In Art and Design, children have opportunities to explore their creativity and express ideas through visual media. They learn to experiment with colour, shape, texture and form using a variety of materials and techniques.

Drama

In Drama, children have opportunities to develop creativity, confidence and communication skills. They learn to create and sustain roles, using movement, voice and expression to bring ideas to life. Drama activities help pupils work collaboratively, listen to others, and build shared performances. Children also explore how to use props, sound and lighting to enhance their work and consider the audience and atmosphere when presenting.

Our children put their expressive arts skills to good use in our biennial whole school Christmas performance.

Music

Music is taught by the class teachers through active, practical experiences that making learning enjoyable. Teachers use a mix of approaches, including singing, playing percussion instruments, listening to different styles of music and creating simple compositions. Lessons involve movement and rhythm to develop coordination and a sense of beat. Music is integrated across the curriculum, e.g. linking songs to cultural traditions in

Social Studies.

Each week, our violin teacher Mrs Mattner will deliver free tuition to some of our middle and upper stage children.

- **Health and Wellbeing**

Health and Wellbeing allow for children to develop skills to maintain physical, emotional and social wellbeing. In the early years of primary school, learning will focus on feelings, building friendships and learning simple safety and hygiene routines. As children move into the middle stages of primary they will learn about healthy lifestyles, resilience, decision-making and managing risk. Within Health and Wellbeing, sits Physical Education. Children will develop skills for physical activity, teamwork and problem solving through PE and outdoor learning. By the upper stages, children will be encouraged to take responsibility for their own health, understand relationships and make informed choices that support wellbeing.

- **Numeracy and Mathematics**

Numeracy and Mathematics are essential for everyday life and future learning. In primary school, children develop skills in number, money and measurement, as well as shape, position, movement and information handling. They learn to calculate, estimate and interpret data, and build confidence in problem solving in real life contexts. Progression begins with understanding numbers and patterns in the early years then moving towards more complex operations, fractions and problem-solving strategies in the upper stages. The teaching of these skills is delivered by teachers in a variety of ways: through a maths scheme, active learning both in the classroom and through outdoor learning as well as digital tools.

- **Religious and Moral Education**

Religious and Moral Education plays an important role in the development of children's personal and social growth as it encourages them to think about moral issues, fairness and respect for others. Children explore beliefs, values and traditions from Christianity and other world religions. This is done through stories, celebrations and real-life contexts whilst children learn about diversity and the importance of living responsibility in a global community. Assemblies take place weekly and throughout the year, religious observance is planned by the school with support from the local minister and other speakers from community organisation.

Guidance issued by the Scottish Government clarifies the current position regarding religious observance provision in Scottish schools. Information can be found here:

<https://www.gov.scot/publications/curriculum-for-excellence-religious-observance/>

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 should submit a request in writing to the Headteacher.

- **Sciences**

Science helps children develop curiosity and understanding of the world around them. Through practical investigations and problem-solving activities, pupils learn to ask questions,

make predictions and test ideas. They explore topics such as energy, forces, living things and the environment, building skills in observation, measurement and recording. Science encourages critical thinking and teamwork as children learn to interpret results and share findings.

- **Social Studies**

This curricular area supports children in understanding the world by exploring people, past events, places, societies and environments. Pupils develop skills in investigation, critical thinking and decision-making. They learn to ask questions, interpret evidence and consider different perspectives, all while building an understanding of how communities function and how individuals can contribute responsibly. These experiences children develop over their primary education encourage curiosity, problem-solving, and informed citizenship, preparing children to engage confidently with local and global issues.

- **Technologies**

Technologies allow for pupils to develop practical skills and creative thinking while learning how things work in the world around them. They will explore areas such as design and engineering, food technology, textiles, and digital technologies. In these areas, children will plan, create and evaluate solutions to real-life problems whilst using tools and materials safely and responsibly. Digital learning is a key part of this, supporting skills in coding, online safety and using technology for research and communication. These experiences prepare children for life and work in an increasingly technological society.

- **Modern Languages**

The Scottish Government's 1+2 Language Policy means that every child has the opportunity to learn two additional languages during their time at school. All children from P1-P7 take part in active and engaging ways to learn French. In Primary 5 a second language is introduced. Children learn the languages using songs, games, stories and digital tools to make it fun and meaningful. This approach helps children develop listening, talking, reading and writing skills in another language while building cultural awareness and confidence.

The curriculum is delivered through both discrete subject based programmes, and interdisciplinary learning projects. Appropriate and regular use is made of the natural environment for outdoor learning, educational visits and experiences to enrich the curriculum. These methods equip pupils with the development of skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

Learners are involved in planning their learning through regular teacher interaction about progress and next steps and also within broader topics of study.

A weeklong residential experience is offered to pupils during their Primary 6 or Primary 7 year. The purpose of the visit is for social and emotional development as pupils approach transition, and Health and Wellbeing as pupils participate in a multi activity programme of Outdoor Activities.

In addition to learning that takes place within discrete year groups, Ruthvenfield Primary has a structure of leadership and committees that involve learners from P1-7. Our leadership roles and committees vary depending on the current need within the school community and often include:

- House and Vice Captains / House Groups
- Pupil led Committees
- Junior Road Safety Officers (JRSOs)
- iBike Crew
- Buddy Programme
- Restorative Mentors

Sensitive aspects of learning

As learners enter the upper stages of primary, the curriculum content in Health and Wellbeing includes some sensitive topics like relationships, sexual health, parenthood and drugs awareness. These topics are always given careful consideration and parents will be informed in advance with an opportunity to view materials where appropriate. These resources can be viewed within the Parent Section of our school website.

Assessment & Reporting

Pupil progress is assessed on a continual basis. The sharing of learning intentions and success criteria is embedded in learning and teaching strategies at Ruthvenfield Primary. Pupils understand and can share their next steps in learning. The evidence gathered from assessment informs future planning for learning. Assessment methods also include Scottish Standardised National Assessments as per national and regional guidance from 2018.

Progress in learning for each pupil is tracked with rigour and based on robust evidence. This is shared regularly with pupils, and the results form the basis of an oral report given to parents/guardians twice annually at contact times. Formal tracking of progress is completed at three key points through the academic session and data for P1, P4 and P7 pupils is submitted to Perth and Kinross Council on an annual basis.

An interim and summary report is issued in November and March respectively. These reports contain information about progress and next steps in learning. A copy of each Primary 1-7 report follows the child to Secondary School and if moving to any other Primary School.

Support for Pupils

At Ruthvenfield Primary School we recognise that children or young people may need additional support at any time during their school life. We also recognise that any number of different circumstances can affect an individual child's ability to learn. Support may need to come from health, social work or certain voluntary organisations, as well as from within education. Whatever your child's needs, we will strive to identify them as early as possible and provide the necessary support in a way that does not make your child feel singled out.

We currently have a Pupil Support Teacher who visits the school one day every fortnight. The teacher provides advice, guidance and support for pupils. Support for Learning staff work in partnership with class teachers to ensure that appropriate provision is made for all pupils.

Key features of the work undertaken to fully support pupils with Additional Support Needs includes:

- assessing the learning needs of individual pupils
- identifying appropriate strategies, courses and materials to address learning needs
- work with the CIRCLE Framework ([CIRCLE resource to support Inclusive Learning and Collaborative Working \(Secondary\) | Resources | Education Scotland](#)) to identify any changes required and to support the measurement of progress
- working in close partnership with parents/carers, pupil support staff and support agencies.

The school policy is to support as much as possible the education of pupils with additional support needs, along with their peer group, in the classroom situation. Individually targeted work at a level accessible to the child and designed to support learning progress would normally be provided by the class teacher and support for learning staff. Progress is monitored from day to day and regularly reported to parents/carers who are consulted if any change in the programme of support needs to be considered.

It is our aim to always promote the maximum degree of independence in learning, personal management and social activity of each child.

Potential Additional Support Needs are identified by teachers and progressed by referring pupils through the school's ASN process. Parents, carers, pupils where appropriate and other professionals will be invited to attend a formal Child or Young Person's Plan (CYPP) in school. If you feel that your child has an additional support need that has not been identified, please contact the Headteacher in the first instance.

The key adult with the overall picture of your child's progress (named person) is the Headteacher of the School. Contact can be made with the Headteacher by email: ruthvenfield@pkc.gov.uk or by calling 01738 452990.

In addition to the information shown above, the following information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 can be found on the Perth and Kinross Website by following the link below:

- the authority's policy in relation to provision for additional support needs,
- the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- the other opportunities available under this Act for the identification of children and young persons who -
 - a) have additional support needs,
 - b) require, or would require, a co-ordinated support plan,
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph
 - d) the mediation services provided
 - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

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

Further Advice on Additional Support Needs

Further advice, information and support to parents of children and young people with Additional Support Needs (as specified by Scottish Ministers) is available. 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 SC012741.”

School Improvement

The main achievements of Ruthvenfield Primary School can be found in our Standards and Quality Report, published annually in June. This report contains the main achievements of the school over the last 12 months.

https://blogs.glowscotland.org.uk/pk/public/ruthvenfieldprimaryschool/uploads/sites/7083/2025/10/01132749/Ruthvenfield-SQR-2024-25.pdf?attachment_id=585

Information regarding the school’s performance at local and national level can be obtained from inspection reports produced by Perth and Kinross Council and Education Scotland. This is available by following the link: <https://www.pkc.gov.uk/article/17550/Ruthvenfield-Primary-School>. The most recent Education Scotland Inspection was in October 2016.

Copies of the Standards & Quality Report are available on request, either by email or as a paper copy. Please contact the Head Teacher or the School Office on 01738 452990.

School Policies & Practical Information

Our school policies can be located on our school website:

<https://blogs.glowscotland.org.uk/pk/ruthvenfieldprimaryschool/>

PKC policies can be located here: <https://www.pkc.gov.uk>

Organisation of the school day

School opens: 0900

Playtime: 1040 – 1100

Lunchtime: 1220-1320

School ends: 1520

Attendance

Children must attend school regularly, a telephone call or email no later than 9.15am on the morning of absence is required and also a written explanation of absence must accompany the child on his/her return to school. Cases of significant or repeated unexplained absence have a detrimental effect on a child's education and are normally referred to the Education Support Service for specialist help. Should this pattern of absence continue the school may refer the case to the Area Attendance Sub-Committee and the parents/carers will have to appear to explain the child's absence. The final referral, if this proves to be necessary, would be to the Reporter to the Children's Panel.

Homework

Homework is given at all stages. It is relevant to the work done in the classroom. The co-operation of parents/carers is greatly appreciated.

- Primary 1 – 3 Reading, Phonics, Number work
- Primary 4 – 7 Reading, Spelling, Language and Number work

From time to time, the children are asked to work on an assignment, which is an extension of the work relating to the centre of interest being developed in the classroom.

School Uniform

The wearing of school uniform is actively encouraged at all times. The school uniform consists of:

| | | |
|-------|----------------------------------|-----------------------|
| Girls | grey skirt / pinafore / trousers | white socks |
| | white blouse | green tie |
| | green and white checked dress | black shoes / sandals |
| Boys | grey shorts / trousers | grey socks |
| | white shirt | green tie |
| | black shoes | |
| P.E. | green shorts | |
| | short sleeve white pique shirt | |
| | black / white gym shoes | |

No jewellery should be worn during PE lessons.

Parents/carers can order school uniform direct from Border Embroideries <https://www.border-embroideries.co.uk>. A small stock of new items are held in school (dark green V-neck knitted jumpers and cardigans, sweatshirts, PE shorts, t-shirt and gym shoes). We also have a uniform swap shop within school. Please contact the School Office to obtain further details.

School Clothing Grants are payments given to assist with the cost of purchasing essential school clothing for school pupils up to the age of 16. Further information is available on the Council's website at the following address: <https://www.pkc.gov.uk/freeschoolmeals>.

Indoor Shoes

We ask all children to change their shoes in school. Please provide a pair of clean trainers or plimsolls that can be kept in school for daily use. Wearing indoor shoes helps keep our floors clean and free from mud, creating a safer and more comfortable environment for everyone.

School Lunches

Children may have a school meal, bring a packed lunch or go home for lunch. All lunches are eaten together in our dinner hall.

From session 2022, all school meals for pupils in Primary 1-5 are free of charge.

In 2025-26 a school meal costs £2.30.

Ruthvenfield Primary School is a Cashless School and all school meals, trips etc should be paid for through ParentPay online or by using Pay point. You will be given a letter to get you set up on ParentPay when your child starts school with us.

Free School Meals are offered to children of families who are in receipt of certain benefits. Further information can be found on the Council's website at the following address: <https://www.pkc.gov.uk/freeschoolmeals>.

Extra Curricular Activities

During a pupil's primary years, curling sessions will be offered. This is usually in Primary 5-7 and pupils attend Dewar's Curling Rink in Perth.

A residential experience for P6/7 pupils is offered once during their time at primary school.

The school is fortunate in having the use of a large playing field adjacent to the school. During the good weather, sports and games are played e.g. hockey and football.

School outings are a valuable aid to developing learning and whenever possible, are arranged throughout the year. Parental participation is encouraged.

A variety of School Clubs are offered throughout the session depending on availability of teachers, Active School coordinators and volunteers to run these clubs.

School Rules

The code of acceptable behaviour is underpinned by our Vision, Values and Aims. It informs

the guide to appropriate relationships that is expected at all times. Parent/carer co-operation in helping to maintain this is very much appreciated.

The school employs the 'RespectMe' Perth and Kinross Anti Bullying Strategy. This policy has been developed by PKC in partnership with NHS, Police Scotland and the charitable organisation 'RespectMe'. Further guidance on this Authority wide policy can be found at <https://www.pkc.gov.uk/article/17426/Bullying-and-harassment>.

Pupils are expected to be punctual, come straight to school, return straight home and to remain within school grounds until the end of the school day. Children are expected to adhere to school rules, which have been made with their health and safety in mind.

Exclusion

Regarding exclusion, a school is entitled to exclude a pupil when all other behaviour management strategies have been exhausted, and it can clearly be shown that the pupil will not abide by the rules, regulations and disciplinary requirements of the school. Exclusion will not exceed 3 days in the first instance and 5 days for a repeated breach of discipline. Exclusion would be accompanied by a letter requesting the parents/guardian to attend the school as soon as possible to discuss the problem and reach agreement so that the pupil can be readmitted as soon as possible.

Composite Classes

Due to the small size of Ruthvenfield Primary School, composite classes are necessary to accommodate the 7 year stages. A composite class is one where children of two or more year stages are grouped together to form a class. Composite classes are formed as schools are staffed to agreed standards based on the total number of pupils within the school regardless of the number of children at each year stage. In accordance with Perth & Kinross Council policy, the Head Teacher organises the classes to make best use of available staff, resources and space. Both educational and organisation factors are taken into consideration.

In Perth & Kinross composite classes are normally formed on the basis of age.

Further information on composite classes is available in the 'Your Child in a Composite Class' leaflet available from the school and the Perth & Kinross Council Website which can be accessed at the following address:

<https://www.pkc.gov.uk/article/17302/Structuring-of-classes-in-primary-school>

Health Care

Routine medical tests and dental inspections take place at school once a year including the annual flu immunisation programme. Any medical condition suffered by a pupil should be made known to the Head Teacher and school staff. If any course of medication is being taken, we will ask you to complete the appropriate Administration of Medicine Form which can be obtained from the School Office or from the school's website. All such information will be treated in strict confidence. In emergency, accident or illness, the parent/**carer** or emergency number will be contacted

Arrangements for Emergency Closures

If there is a planned school closure parents/guardians will be informed by email beforehand. If the school is to close for any unplanned reason during the school day, the first contact will be a message sent to emergency contacts.

In all instances of school closure due to severe weather a broadcast will be made on Radio Tay. The PKC customer service centre will also be able to give details. When widespread conditions exist across Perth and Kinross the council website and X (formerly Twitter) and Facebook account will give details and broadcasts will also be made by Radio Heartland and Radio Central.

Emergency contact information will be required on registration and this should be kept current.

| School Terms and Holidays 2026-2027 | | | | No of School Days - Pupils | No of School Days - Staff |
|-------------------------------------|----------------|----------------------------|------------------------|----------------------------|---------------------------|
| Autumn Term | Start - Staff | Monday 17 August 2026 | In-Service Day (1) | 39 | 40 |
| | Start - Pupils | Tuesday 18 August 2026 | | | |
| | End | Friday 9 October 2026 | | | |
| Autumn Holiday | Start | Monday 12 October 2026 | | 10 | 10 |
| | End | Friday 23 October 2026 | | | |
| Winter Term | Start | Monday 26 October 2026 | | 41 | 43 |
| | | Thursday 12 November 2026 | In-Service Day (2) | | |
| | | Friday 13 November 2026 | In-Service Day (3) | | |
| | End | Wednesday 23 December 2026 | | | |
| Christmas Holiday | Start | Thursday 24 December 2026 | | 10 | 10 |
| | End | Wednesday 6 January 2027 | | | |
| Spring Term | Start | Thursday 7 January 2027 | | 52 | 53 |
| | | Wednesday 10 February 2027 | In-Service Day (4) | | |
| | | Thursday 11 February 2027 | Occasional Holiday (1) | | |
| | | Friday 12 February 2027 | Occasional Holiday (2) | | |
| | End | Thursday 25 March 2027 | | | |
| Spring Holiday | Start | Friday 26 March 2027 | | 11 | 11 |
| | End | Friday 9 April 2027 | | | |
| Summer Term | Start | Monday 12 April 2027 | | 58 | 59 |
| | | Monday 3 May 2027 | May Day Holiday | | |
| | | Friday 28 May 2027 | In-Service Day (5) | | |
| | End | Friday 2 July 2027 | | | |
| | | | | | |
| | | | | 190 | 195 |
| Notes: | | | | | |
| Easter Sunday - 28 March 2027 | | | | | |

Name of Child Protection Officer

A member of staff in each school has been appointed to be responsible for Child Protection matters and the Authority has provided special training.

In our school, that person is Mrs G Scrimgeour (Designated Officer – Child Protection).

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school. As a school, we have good contacts with School Medical Officers, Social Workers and the Police, any or all of whom may be involved if abuse is suspected. We will always ensure that you are informed and participate in any action, which we may initiate regarding your child.

| Child Protection Duty Team - (24 hours) | 01738 476768 |
|--|---------------------|
| Police (Non-Emergency Number) | 101 |
| In an emergency call 999 | 999 |
| NHS 24 | 111 |
| Childline | 0800 1111 |
| Crimestoppers Scotland | 0800 555 111 |

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.