

Auchtergaven Primary School



School Handbook Academic Session 2024-2025



Education & Children's Services
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.

Everything in **bold** must be included in the school handbook as it is a legal requirement or something that the local authority wishes to include. Everything else is additional information that the schools may wish to communicate to parents and carers.

We must post a copy of school handbook on the Perth & Kinross Council website. Schools may also have them posted on their own website, Glow, blog etc. Handbooks must be made available to parents by the 8th of December each year.

On request, schools must make available to parents a hard copy if they want one, a version in an alternative format e.g., Braille, or translated into a community language other than English.

There is an expectation that you will involve parents and pupils in developing and producing the Handbook.

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Introduction

Welcome to our school Auchtergaven Primary in the village of Bankfoot.

This handbook has been designed to give you information about the school and a sense of what learning and life is like for pupils of Auchtergaven Primary School.

Set in the beautiful Perthshire countryside Auchtergaven Primary School is approximately 8 miles north of Perth, just off the A9.

We are a learning community which values and includes everybody, and we support our pupils to build skills for life and learning. We are a happy, busy school where the children learn in a supportive, nurturing and caring environment. Positive relationships and restorative approaches are at the heart of what we do. Each child is important to us as an individual and every effort is made to meet each child's needs. Pupils experience quality learning across the curriculum through a wide range of meaningful contexts.

Our staff team work well together and have a shared desire and commitment to ensure the best experience possible for all children. We play an active part in the local community and are well supported by it.

We value our partnership with parents and carers and encourage everyone to be involved in the life and work of the school to ensure that children have a positive and productive primary school experience.

The school handbook is legally required to contain some information and these sections are marked in **bold**. Should you require a hard copy of the handbook please contact the school office.

We look forward to welcoming you to our school.

Catharine Findlay
Head Teacher

Whilst the information contained in this school handbook was accurate at the time of publication (December 2022), further changes may have occurred since then.

Delineated Area

The village of Bankfoot and surrounding area – Upper Obney in the north to Gellybanks in the south, Little Glenshee in the west to Stewart Towers in the east.

Contact Details

The school address is: AUCHTERGAVEN PRIMARY SCHOOL
PRIESTON ROAD
BANKFOOT
PH1 4DE
Telephone: 01738 459510
Fax: 01738 787595
Head Teacher: Mrs Catharine Findlay
E-mail : auchtergaven@pkc.gov.uk
Website: www.auchtergavenprimaryschool.org.uk

Staff

Headteacher	Mrs Catharine Findlay
Principal Teacher	Miss Natasha Welsh PT
Class Teacher	Mrs Ann Watt
	Miss Eleanor Grant
	Mrs Alice Kinney
	Miss Fyza Ahmed
	Mrs Suzanne Obure
	Vacancy

Early Childhood Practitioner	Mrs Alison Davidson
	Mrs Elizabeth Borrie
	Mrs Susan Carchrie
Play Assistant	Mrs Julie Sellen

Nursery Support Teacher	Mrs Nicola Brown
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Pupil Support Teacher	Mrs Fiona Douglas
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Primary School Support Worker	Mr David Milne
Primary School Support Assistant	Mrs Helen Forbes
Primary School Support Assistant	Miss Kirsty Finnie
Pupil Support Assistant	Mrs Wendy Crighton
Pupil Support Assistant	Mrs Sarah Shields
Pupil Support Assistant	Mrs Kylie Smith

Visiting Specialists

PE	Mrs Rosemary Harrow
String & Piano Instructor	Mrs Alison Hogg
Brass Instructor	Miss Elaine Stewart

Janitor	Mrs Nan McLeod
Cleaner	Miss Wendy Hutchison
Cleaner	Mrs Ruth Carrie
Catering Assistant	Mrs Yvonne Buchanan
	Miss Wendy Hutchison

Crossing Patrol	Ms Janet Roy
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Pupil Absence

Parents are requested to telephone the school **by** 9.30 am on the morning of the first day of a child's absence. If your call is not answered, please leave a message on the answer machine. Voicemails are checked at 9am and if a message has been left, we will be aware of your child's absence from school. In addition, absence *must be explained by letter or email to the school on the child's return.* This is a legal requirement. It is a parent's duty by law to ensure the regular attendance of their child at school.

Permission to leave school during school hours must be requested in writing. This includes visits to hospital clinics, dentist etc. All pupils must be collected from the school office by a responsible adult. In the interests of safety, we cannot allow children to leave the school by themselves.

Unauthorised absence

Parents should not plan holidays in term time. In recent years there has been an increase in absence due to holidays taken during term time. It is important for parents to foster in their children a responsible attitude to attendance at school. No schoolwork will be given by teachers for children removed for these holidays and the onus will be on parents to try to make up for lost time in school.

Parental Concerns

If a parent has a concern about their child's learning or well-being at school, they should contact the school by telephone, email or in person to arrange an appointment to speak to relevant staff either over the phone or in person. Appointments are essential to ensure learning and teaching is not disrupted.

The school has two parent contact sessions each year for parents to discuss their child's progress in learning with the class teacher. If necessary, an additional appointment can be made for parents to speak with a teacher or the Head Teacher at a convenient time.

We promote an environment of open communication and strive to give families the best service we can. If there is a particular matter where you feel you haven't had the best service and wish to make a complaint, please contact the Head Teacher in the first instance.

All pupils have a Seesaw account which enables class teacher to share individual pupil's progress in learning, information and updates. We strongly encourage parents to use the App to support their understanding of their child's school experience and relationship with their class teacher.

Prospective Parents and Pupils

We are very pleased to welcome prospective pupils and parents to the school. If you are considering Auchtergaven Primary School for your children please contact the school office to arrange a visit where we can give you a tour of the school, introduce you to staff and talk about the learning and teaching on offer. To arrange this, please contact the school office.

School/Parent Communication

We work hard to keep parents and carers up to date with events and activities happening in school and in ensuring two-way communication with regard to your child's learning.

Up to date information can be found on our website <http://www.auchtergavenprimaryschool.org.uk/> . Here you will find school highlights and class and committee activities throughout the session.

Most parents receive information via email, and it is important that you inform us of any change of email address. Paper copies are available for parents who choose this option.

The school newsletters help to provide a wide range of information and important dates for parents and open evenings and parent workshops give parents opportunities to find out more about activities happening within the classroom and ways in which they can support their children at home.

Class teachers regularly communicate with parents regarding pupil learning through Seesaw. Parents are encouraged to share wider achievements with the school via email or Seesaw and to comment on Seesaw posts.

There are formal parent contact evenings twice a year in November and March.

Auchtergaven – a recipe for excellence

The ingredients for being
Ready, Respectful and Safe



Let's lift the lid on success...

In school we are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' in the Four Capacities- Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to our school values- Happy, Healthy, Responsible, Resilient and Achieving. Children's rights are at the heart of our work and we are committed to learning more about being a Right's Respecting School and recognising the significance of the UNCRC on our pupil's experience.

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

Celebrating Achievement

At Auchtergaven we celebrate achievement in a variety of ways. Individual classrooms have systems for celebrating accomplishments and pupils are encouraged to share successes from out with school through Celebration of Achievement assemblies and on our Pupil Achievement Board. Parents are encouraged to email photos and updates of achievements from home from tying shoelaces to winning medals; we love to hear about our pupil's success and wider achievement. Photos and information will be displayed on our Achievement board. The end of year 'Celebration of Achievement' provides an opportunity to highlight the wide range of achievements and successes in areas such as sport, the arts and recap class highlights from the school session it is also a special time to recognise the achievements of our P7 pupils before they move on to Bertha Park High School.

Community Partnerships

The school has strong links with the local church centre and local businesses, and we continue to build on these. We work in close partnership with the local NISA store and Taste Perthshire. Class teachers utilise the local community when planning the curriculum, including walks in the local area, the use of Scots Wood for outdoor learning and visits to local shops businesses and amenities.

Auchtergaven also works in partnership with a variety of organisations to enhance citizenship education including Eco Schools Scotland and Sustrans.

Positive Relationships and Behaviour Management

Good relationships are at the heart of our approaches to managing behavior and our school rules are simple: We are Ready, Respectful and Safe. At Auchtergaven School we firmly believe that everyone has the right to feel safe, respected, and happy. There is an expectation that our young people will be responsible citizens and effective contributors in the school community. Children have personal learning targets which they discuss with their teacher and parents ensuring they are supported throughout their learning. In our school we have a strong emphasis on having a healthy lifestyle both physically and emotionally.

We advocate a system of positive behavior and use Bounce Back, a resiliency program which helps children to cope with the complexity of their everyday lives and learn to 'bounce back' when they experience sadness, difficulties, frustrations, and hard times. In our school children work together on their school and class rules and use Children's rights to help inform what they want their classroom to be like.

We encourage all pupils to develop their skills in self-regulation and where children find this challenging support them in a range of ways. We practice Restorative Approaches which means we place the emphasis on developing positive relationships with one another, dealing with conflict, develop empathy and taking responsibility for our actions.

If there is an incident of conflict which requires adult intervention pupils are encouraged to reflect on their actions and be proactive in seeking a solution. Where an incident is more serious, and if the usual encouragement, reminders have not been enough to modify behavior, parents and carers will be contacted. Early communication between school and home is considered the best option and we value the support parents and families can give to their children in developing social skills.

Behavioural Expectations

The school's behavioural expectations are based on our simple school rules:

Be ready, Be respectful, Be safe

Parental Involvement

Parents are encouraged to become actively involved in the life of the school. A number are involved as members of the Parent Council and fundraising sub-groups. We have a growing number of parents and members of the community who are involved in supporting learning activities in school. Any new volunteers are most welcome. We encourage parents to become involved in life in the classroom, through sharing their expertise in areas linked to the classroom contexts and themes, giving talks or demonstrations and helping with trips and events.

At times, school staff may run parent workshop evenings to provide help and advice in ways parents can support their child's learning and parents are encouraged to engage in homework activities with their children. At the beginning of each planning block, teachers send home a curriculum information sheet detailing the planned outcomes for the class for the forthcoming teaching block to enable parents to discuss learning at home. The school uses an online programme called Seesaw to profile learners' achievements and share

learning with home.

Parents are also encouraged to feedback thoughts to the school through surveys, parent council meetings, Focus Group meetings with the HT and, in the nursery, family question books or surveys. Seesaw acts as an aid to home-school communication and parents can make contact with class teachers through seesaw, phone calls or email as appropriate.

Further details with regard to the Parental Involvement Act can be found on the Perth and Kinross Council Website.

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

Parent Council

In line with the Parental Involvement Act (2007) every parent is a member of the Parent Forum at Auchtergaven Primary.

A Parent Council has been established to represent the Parent Forum.

The Parent Council comprises of the following:

Chair:	Katie Brunton
Secretary:	Danielle Parys
Treasurer:	Stacey MacDonald

Email: councilparent@gmail.com

All parents of the school are invited to be members of the Parent Council.

Parents can get involved in sub-groups doing as much or as little as they are comfortable with.

Amongst other things the Parent Council organise fund-raising and social events during the course of the school session, and it is hoped that an increasing number of people will get involved in Parent Council activities. Money raised through these activities help to provide additional resources to enhance the pupils' learning experiences.

Transitions

Starting Nursery

Parents of new nursery pupils are invited to an informal evening meeting in the summer term. During the evening they have the opportunity to see the nursery classroom and some of the resources the children will use, meet the nursery staff and become familiar with the routines and structure of the nursery day. Staff will also offer some advice on how families can help to prepare their children for starting nursery. Before children start nursery, they are invited to visit with their parent for a 'play session'. This also provides a further opportunity for any questions to be answered.

Transition to Primary 1

Nursery and Primary 1 staff work closely to ensure that pre-school children attending our Nursery have regular joint activities with Primary 1. Links are also formed for children joining Primary 1 from other nurseries, with school staff visiting them in their nursery setting and opportunities for them to visit Auchtergaven nursery and meet the children they will be starting Primary 1 with. Throughout May and June more formal induction visits are planned and parents of the new Primary 1 pupils are invited to attend induction meetings. These

meetings aim to help families prepare their children for Primary 1, provide information regarding the Primary 1 curriculum as a continuous progression from nursery and provide an insight into the phonics programme used in school.

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

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

As a result of the changes to a child's experience prior to beginning their Primary School education across PKC, Primary 1 children attend school for a full day from August 2019 and therefore will no longer access ½ days for the first two weeks of term.

Transitions at all Stages

At all stages in the school, class teachers follow a transition process which involves passing on a range of useful information including progress and assessment details, Individual Education Plans, where appropriate, and examples of work. All pupils in the school have the opportunity to meet their class teacher for the following session during a 'moving up' morning in June.

Transitions to Secondary School

Primary 7 pupils from Auchtergaven Primary School pupil attend Bertha Park High School for their Secondary education. We work closely with staff from the school to ensure transitions are as smooth and effective as possible.

Transition Arrangements for those living in the Bertha Park High School Catchment Area

Bertha Park High School was the first additional secondary school to be built in Perth and Kinross since 1972. Perth and Kinross are one of the fastest growing areas of Scotland and as a result Perth Secondary schools will be near to capacity by 2021. A review of the school estate identified a new Perth secondary school as a priority. The new **Bertha Park High School** reflects the projected growth in population and resulting house building and infrastructure required to support this.

The secondary 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.

We have strong links with Bertha Park High School and work closely together on various aspects of learning and the transition of pupils from Primary to Secondary.

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 has been implemented, in schools across Scotland, for all learners aged 3-18.

Through Curriculum for Excellence every child is entitled to a broad general education with opportunities to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice as children are involved in the planning of their learning contexts through setting questions for exploration and in setting individual targets through personal learning plans. Learning activities will be structured to ensure children work

at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

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

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 organised as a series of progressive experiences and outcomes for learners in a range of curriculum areas. The school year at Auchtergaven is divided into 4 teaching blocks. With the exception of the summer holidays, each teaching block overlaps a holiday period. During each block, teachers plan aspects from all curriculum areas. Where relevant, the skills are taught alongside the class context, to help pupils contextualise their learning.

Further information about the Scottish school curriculum can be found online at the following website:

[Scottish education system | Education Scotland](#)

a) Literacy and English

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life. The Literacy and English framework promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. It also promotes competence in grammar, spelling and the spoken word, all essential for progress in all areas of the curriculum.

The three lines of development for literacy skills are reading, writing and listening and talking. Within each of these there are organisers relevant to all curriculum areas such as Enjoyment and Choice, Tools for Reading, Tools for Writing, Finding and Using Information, Organising and Using Information, Creating Texts and Understanding, Analysing and Evaluating.

b) Modern Languages in the Primary School

All pupils from Primary 1 are taught French. Pupils learn vocabulary and conversation through listening, talking, and writing activities, games, songs etc. as well as finding out about cultural aspects of France.

c) Numeracy and Mathematics

Numeracy is a fundamental life skill and involves developing a confidence and competence in using number that involves solving problems, interpreting and analysing information, making informed decisions and setting foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

The core skills are planned taught and revisited and are organised around the following themes:

Estimating and rounding
Number and number processes

Fractions, decimal fractions and percentages

Money

Time

Measurement

Information handling

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The mathematics outcomes are outlined as follows:

Number, money and measure

Basic number processes

Measure

Patterns and relationships

Expressions and equations

Shape, position and Movement

Properties of 2D shapes and 3D objects

Angle, symmetry and Transformation

Information Handling

Data and analysis

Ideas of chance and uncertainty

The teaching of Mathematics in the school is based on a skills progression linked to the appropriate experiences and outcomes to ensure continuity from stage to stage. Within the programme there is a focus on planning, lesson structure, approaches to learning and teaching and assessment. In the classroom there is an emphasis on pupils acquiring skills in Mental Maths and Problem Solving and the use of ICT to support learning.

d) Religious/Moral Education

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief, and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people.

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

The school holds Assemblies which provide an opportunity for the whole school community to meet together to reflect on a number of issues including religious and moral ones. Special services are held in Bankfoot Church Centre throughout the year and parents are cordially invited to these.

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

e) Social Studies

It is essential that pupils have a broad knowledge and understanding of the world in which they live. They must learn how to interact with their local and global environment to enable them to adopt a positive attitude towards playing an active part in shaping their futures. Through programmes of study children are helped to understand social, cultural, physical

and technological factors relating to the world in which we live. We aim to provide for the progressive development of knowledge and understanding and a wide range of skills to enable pupils to investigate, understand the environment and to obtain practical abilities for day to day living.

f) Sciences

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

g) Technologies

The technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. The framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

h) Expressive Arts

Art and Design Dance Drama Music

Through Expressive Arts we aim to stimulate children's' imagination and develop their emotional and aesthetic responses.

Learning in the expressive arts also plays an important role in supporting children to recognise and value the variety and vitality of culture locally, nationally and globally. The majority of our Expressive Arts learning is taught through class contexts.

i) Health and Wellbeing

The aim of learning in health and wellbeing is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. At Auchtergaven, all pupils receive a minimum of 2 hours core physical education a week.

Certain aspects of health and wellbeing are taught through focused programmes developed within the school to develop skills and learning in a progressive way. These are structured under the following headings:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

Parents are informed when pupils are exploring more sensitive aspects of learning through class curriculum information sheets, issued at the beginning of each new teaching block.

For learning about relationships, sexual health, and parenthood We use the national resource to support learning. Information for parents can be found on the website here: [Home - RSHP](#). When we have planned learning that may introduce new information of a sensitive nature, we will contact parents in advance to make them aware so they can be prepared for any questions or discussion at home.

j) Trips and Visits

Trips, visits and outdoor learning are an important part of education as they help to contextualise learning. We work hard to utilise the school grounds and local community when planning learning. Class teachers carefully plan for visitors to the school and class trips which will enhance the classroom-based learning experiences. Pupils are asked to contribute to the cost of class trips.

Primary 7 pupils have the opportunity to participate in a residential experience at the start of their Primary 7 year. For session 2023-2024. This trip provides opportunities to try new activities develop teamwork and co-operation skills and become more independent.

k) School Committees

Eco Committee.

Each class has an Eco rep with every class having an area of responsibility linked to the Eco agenda. Through these areas of responsibility pupils have opportunities to become involved in the decision-making processes within the school. They learn skills of project planning, have opportunities to develop aspects of school life and have opportunities to take on increased responsibilities and roles. The school has green flag status.

House Groups

All pupils are organised into one of four house groups, Willow, Rowan, Silver Birch and Hawthorn. Senior pupils apply for the roll of house leader and through their leadership each house is involved in a range of activities to support the ethos and work of the school.

Pupil Learning Council

Class representatives from all primary classes are voted on to the Pupil Council by their classmates. The Pupil Council meet regularly with the Head Teacher/class teacher lead to evaluate the work of the school, present the pupils' views, and undertake a range of other responsibilities.

Reading Owls

Research proves that reading for pleasure is central in supporting **equity** and **wellbeing**, positively impacting learners' **attainment** across the curriculum, **critical thinking**, **creativity**, **empathy** and **resilience**.

Pupils make up the reading group who plan and organise events and opportunities in school to develop a love of reading. We are working towards Reading School accreditation through a Scottish Book trust Programme for schools that are committed to building a reading culture for their learners and communities.

l) Religious Observance

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate as a school community, those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this pupil can increase their understanding of religious practices and the experience which underlies them. Assembly is held weekly. Church services are held at the end of most terms to which parents, friends and members of the community are warmly welcomed.

Parents who may wish to exercise their right to withdraw their child from any religious instruction/observance should contact the Head Teacher to discuss alternative provisions/arrangements.

Assessment & Reporting

A range of both summative and formative assessment strategies are used by teachers at all stages, with the information from the assessments being recorded to highlight next steps and development needs for all pupils. This ensures pupils, parents, teachers and other

professionals have the feedback they need about pupils' learning. Teachers continually assess the progress each child is making and adjust teaching programmes to meet class/group/ individual needs.

Annual Reports will be sent to parents in May/June. The reports enable teachers to comment on strengths and development needs of the pupil in each curriculum area, provide an overall assessment of the pupil's level of attainment in class work and identify suitable next steps in pupil's work.

Formal Parent Contact appointments are offered with class teachers in November and March. If parents wish to discuss the progress of their child at any other time, they can make an appointment by contacting the Head Teacher or Class Teacher.

Support for Pupils

Additional Support Needs

In accordance with Perth & Kinross Council policy the needs of Additional Support Needs (ASN) pupils will be met, where possible, in the classroom with mainstream peers. Progress of pupils will be monitored and regularly discussed with parents and other support agencies through the ASN procedure.

A Pupil Support Teacher works in school one and a half days per week. Her input is targeted to children who have specific difficulties or to children who require short term additional input to help them achieve success in particular curricular areas. The groups of children working with the Pupil Support Teacher vary from term to term dependent on need.

Children who have identified individual additional needs may require an Individual Education Programme (IEP). The child, parents, class teacher and Pupil Support Teacher are all involved in the process. The IEPs identify targets for the children to work towards and are reviewed regularly.

Additional support needs are identified by class teachers as part of their continual assessment. A referral form is passed from the class teacher to the Pupil Support Teacher, who works alongside class teachers, and parents and next steps are identified. If a parent feels that their child may have additional support needs, they should contact the Head Teacher in the first instance.

It may be that some children require to be assessed by the Educational Psychologist, Occupational Therapist, CAMHS etc. Referrals to these services are always discussed in detail with parents before the referral is submitted. It may be that some children require a Co-ordinated Support Plan to be set up but that is always after many other avenues have been explored.

Further information regarding additional support needs can be found on Perth and Kinross website on the following link.

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

Further information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –

- (a) the authority's policy in relation to provision for additional support needs,
- (b) 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.
- c) 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 (b),
- 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.

can be found at

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

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.”

Pastoral Support for Pupils

During the school day, pupils are encouraged to discuss any concerns or worries with class teachers. Pupil safety in the playground is supervised by our playground staff, who help pupils to follow playground rules and enjoy their breaks.

As part of our Getting Right for Every Child approach, we work closely with parents, a range of agencies and other professionals to help support our children. Getting It Right for Every Child is a national approach to ensure consistency in the way all children's services work to support child wellbeing.

Health Care

The school has a designated School Health Nurse, who is based at Drumhar Health Centre, Perth and is contactable on 01738 564294. She visits the school on request and is available to give advice to both the school staff and parents should they have any health concerns or require a referral to another health department.

The School Health Service supports the school in ensuring our children's health needs are met. All P1 children have a 5-year-old vision, height and weight screening check. (At other stages of the school, hearing and vision tests are carried out if concern is expressed by parents or teachers). Parents will be notified if there is a need for the school doctor to examine their child and will be invited to be present. Occasional dental checks are carried

out if parents wish, from time to time and usually in P1 and P7. The school Nurse carries out medical examinations of pupils at different times during the school year and discusses health care issues with parents when necessary. Parents will be informed in advance if pupils are to be examined.

If a pupil becomes ill or is injured in school, every attempt will be made to contact a parent. If parents cannot be contacted, the child will be sent home with the emergency contact. In the event of an acute injury or illness, and parents or emergency contacts have not been able to be contacted, the child will be transported to doctor or hospital by staff car, taxi or ambulance under the supervision of a member of staff.

Please keep school informed of any medical conditions your child may have so that we can deal with these sensitively.

School Improvement

Improving Standards in Relation to Literacy, Numeracy and Health and Wellbeing

Literacy

In Literacy, planning and tracking documents focus on the teaching of reading skills, ensuring progression, and have resulting in increased pace and challenge for most pupils. The teaching of reading strategies in P1-3 involves pupils in selecting to read a wider range of texts with increased confidence. Reading circles in P4-7 provide opportunities for personalisation and choice and sharing and discussing books with those who have a common interest has encourage pupils to read more regularly and with increased enthusiasm.

When teaching writing, teachers model skills used in developing writing, using a range of texts, as part of the teaching and learning process. Cross curricular planning, with a focus on a range of genre, provides opportunities for most pupils to explore the technical aspects of different writing styles apply skills learnt and write for different purposes within a real context.

Cross curricular planning and co-operative learning activities provide contexts for pupils to develop their listening and talking skills. In class we continually develop listening and talking skills through activities across the curriculum, including paired and group work. All pupils have opportunities to participate in whole school and class presentations which also provide opportunities to develop talking skills and confidence.

Numeracy

The school has developed a skills progression for numeracy to allow for planned progression of skills in Numeracy and ensure the basic foundations of numeracy are solid. Active learning approaches in Numeracy help develop pupil motivation and differentiation within maths lessons ensures children are appropriately challenged.

Health and Wellbeing

Healthy living is promoted throughout the year in a range of contexts.

Along with at least two hours of PE per week, pupils enjoy a range of physical activities and sports. The children participate regularly in running, jogging or walking a daily mile, the "Daily Mile" scheme is credited with improving the health of pupils. Health and Wellbeing activities permeate the curriculum.

Quality Improvement Priorities for 2023-2024

Our Current Quality Improvement Priorities are as follows:

Key Priority One: Raise attainment in Numeracy.

Rationale: Self-evaluation identified need to improve and develop consistent, high-quality pedagogy in numeracy and mathematics leading to improved outcomes and attainment for learners.

Overall Aim: By May 2024 attainment in numeracy for pupils working within first level will improve by 6% from 85% to 91%.

Improvement Outcome 2:

Key Priority Two: Raise attainment in literacy with a particular focus on Writing.

Rationale: Self-evaluation activity identified need to develop consistently high-quality approaches to learning and teaching in Literacy across the whole school and scope to improve levels of attainment in writing at first level

Overall Aim: By May 2024, attainment in literacy for pupils working within first level will improve by 6% (writing) and 5% (Listening and talking).

These school priorities are in line with the National Priorities as outlined in the National Improvement Framework and take cognisance of Pupil Equity Funding which will be used to raise attainment with targeted groups of pupils.

The school was visited by a team of officers in May 2019 and underwent an Extended Learning and Achievement Visit. The report is available on our Website.

The school was visited by HMIE inspectors in May 2021 as part of HMIE's programme of Recovery Visits. The report from this visit is available on our school website. The inspectors looked at aspects of the school since returning from periods of disruption and remote learning due to the pandemic. They looked at and discussed: Continuity of Learning, Wellbeing of Staff and Pupils and Safeguarding.

The school was last inspected by HMIE in May 2023. The report can be found here: [Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

A copy of the full current Quality Improvement Plan is available on the school website and on request from the school office.

School Policies & Practical Information

A range of school policies, including those relating to homework, positive behaviour management, anti-bullying and the use of internet and mobile phone can be found on our school website.

Perth and Kinross Council Policies relating to child protection, school transport, school clothing grants and obtaining financial help with school meals are available on the Council Website

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

School Uniform

Children are always encouraged to wear uniform to give them a sense of identity and

belonging and encourage a sense of pride in their school.

Auchtergaven Primary School uniform is based on the colours red and grey. Generally, pupils wear grey trousers, shorts, or skirts with a white shirt or red or white polo shirt and red or grey jumper, cardigan or sweatshirt. Leggings and Skinny jeans are not school uniform as they cause problems when dealing with cuts and grazes from accidents in the playground.

School sweatshirts, polo-shirts and t-shirts are available from Sprinterz; a local company based in Bankfoot and can be ordered through the school office.

On PE days pupils are asked to wear PE kit to school. For indoor P.E. it is required that children have t-shirts and shorts. For outdoor PE, tracksuit bottoms are required and trainers suitable for being active outdoors.

It is also requested that children change from outdoor to indoor shoes while in the school building. During the winter months our playing field becomes very muddy, all pupils are encouraged to bring old tracksuit bottoms to pull over their uniform to aid comfort for learning back in the classroom.

Please put names or some identifying mark on your child's belongings especially all clothing and shoes.

All pupils have a peg and shoe box in their cloakroom where they can store their outdoor clothing, school bag and coats.

Organisation of the School Day

Primary 1 to Primary 7

Morning 09.00 – 12.15

Lunch 12.15 – 13.00

We operate two sittings for lunch. 12:15-12:35 and 12:35-13:00 Older pupils go out to play first and come for their lunch when the bell rings at 12:35pm

Afternoon 13.00 – 15.00

Nursery Class

Our Nursery starts at 9:00am and finishes at 3:00pm. Lunch is served at 12:00.

Instrumental Tuition

Auchtergaven School is fortunate in that it currently offers instrumental tuition in strings and brass. Instructors come once per week and pupils wishing to learn are initially tested for their suitability.

Instrumental instructors:

Brass – Miss Elaine Stewart

Strings - Mrs Alison Hogg

Instrumental Tuition is charged at an annual rate set by the Education Authority. For further information, please see under Perth & Kinross Council information.

Extra-Curricular Activities

We aim to offer a wide range of after school activities each session. These can include football, First Aid, art & craft, hockey, badminton, cricket, cross country running, parkour and gardening. Parents/carers regularly receive information on the activities on offer via the school newsletter and by letter. Opportunities are also provided for children to participate in inter school sports competitions and events. We are always keen to extend the range of activities on offer to pupils. Any adult who would like to share any skills, expertise and time they have with the pupils should contact the Head Teacher to discuss possibilities.

School Meals

School lunches are cooked in the kitchen at Bertha Park High School. Two courses are served offering a choice of main course and either soup or pudding. Bread, salad and fruit are on offer every day. Copies of the menus are sent out to every family in advance. We operate a self-choice system where children choose their main course in the morning, which is then ordered, with children receiving the appropriate ticket at lunch time. Please try to discuss menu options with your child to ensure they know what they are ordering. Space is available in the school hall for children who prefer to bring a packed lunch.

Free school meals are available to all children in Primary 1 – Primary 5 and to eligible children in Primary 6 – Primary 7. Further information can be found on Perth and Kinross Council Website <http://www.pkc.gov.uk/freeschoolmeals> or by contacting the school.

Families of P1-P5 pupils who would be eligible for Free School Meals from P6-P7 are encouraged to apply even though meals are free for all P1-P5 pupils.

School meals are paid for on our online system, Parent Pay.

2024/25 term and holiday dates

Autumn term 2024

- In-Service day: Monday 12 August 2024 and Tuesday 13 August 2024
- Term starts: Wednesday 14 August 2024
- Term ends: Friday 4 October 2024
- Autumn holiday: Monday 7 October 2024 - Friday 18 October 2024

Winter term 2024

- Term starts: Monday 21 October 2024
- In-Service days: Friday 15 November 2024
- Term ends: Friday 20 December 2024
- Christmas holiday: Monday 23 December 2024 - Friday 3 January 2025

Spring term 2025


- Term starts: Monday 6 January 2025
- In-Service day: Wednesday 12 February 2025
- Occasional holidays: Thursday 13 February and Friday 14 February 2025
- Term ends: Friday 4 April 2025
- Spring holiday: Monday 7 April 2025 - Monday 21 April 2025

Summer term 2025

- In-Service day: Tuesday 22 April 2025
- Term starts: Wednesday 23 April 2025
- May Day holiday: Monday 5 May 2025
- Term ends: Thursday 26 June 2025

Notes:

- Easter Sunday - 20 April 2025

Please refer to our  [Pupil Absence From Learning \[268Kb\]](#) (Family Holiday Information Leaflet) for information if you are considering taking your child on holiday during term time.

Any other school closures are advised through the [School closures](#) section of the PKC website.

Emergency Closure of School – Severe Weather Conditions

The arrangements for the emergency closure of schools is reviewed and updated annually. The 2023/2024 update has been concluded and the school has prepared an Emergency Closure Plan.

Every effort will be made to keep the school open but in circumstances where conditions worsen during the day parents or emergency contacts will receive a phone call to request that children be collected from the school.

It is imperative that we hold the correct emergency contact information for your child. Should your information have changed since our recent update of information, please let the school know as soon as possible.

In the event of being unable to contact parents or the emergency contact, a place of safety will be found for children and parents or emergency contacts will be contacted as soon as possible. No child will be allowed to leave the school without a safe place to go.

Parents of children who live in outlying areas should assess the local conditions and make a decision about whether or not to send your child to school in the morning.

In the event of the school being unable to open in the morning due to severe weather conditions, information for parents will be available from the following sources:

- Radio Tay (used in all instances)

Frequency	AM 1584	FM 96.4	-	Perth only
Frequency	AM 1161	FM 102.8	-	Everywhere else

- Radio Heartland FM (only used for widespread weather conditions)

Frequency	FM 97.5
	FM 106.6

Used if schools are within an area known not to receive Radio Tay signal

- Radio Central (only used for widespread weather conditions)

Frequency	FM 103.1
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Used if schools are within an area known not to receive Radio Tay signal

- Perth and Kinross Council Customer Service Centre
Parents/Carers should dial 01738 475000 (main Council line).
(Available from 08:00 hours to 18:00 hours however this line may operate from 07:00 hours in exceptional circumstances)

- Perth and Kinross Council Website
Parents/Carers can also 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>

- Perth and Kinross Council Twitter and Facebook
School closure announcements will be available via the social media sites Twitter [Perth & Kinross Council \(@PerthandKinross\) / Twitter](#) and Facebook [Perth & Kinross Council - Home | Facebook](#)

Radio Tay, Perth & Kinross Customer Service Centre and the Perth & Kinross Council website will continue to be the main sources of information for parents/carers
Should there be a possibility of the school having to close during the day, please keep tuned in to Radio Tay

A copy of the above emergency closure procedures can also be found on the school website

Name of Child Protection Officer

Each school has a Child Protection Officer appointed to be responsible for Child Protection matters and specially trained for the task. Catharine Findlay Head Teacher and Tash Welsh Principal Teacher are our Designated Child Protection Officers. 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 Community Paediatricians, Social Workers and Police, any, or all of whom, may become involved if Child Protection concerns are suspected. We will ensure that you are informed and participate as appropriate in any action, which may be initiated regarding your child.

GIRFEC

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

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

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

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

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

Named Person & Wellbeing

As a result of the Children and Young People (Scotland) Act 2014, every child and young person will have the right to support from a Named Person to help ensure their wellbeing. In Perth & Kinross, from birth until a child starts school in P1 the Named Person will be the child's Health Visitor or Family Nurse. For children attending primary or secondary school, the Named Person will be the Headteacher, Depute Headteacher or Principal Teacher of Guidance/Support.

The Named Person's role is to support, promote and safeguard the wellbeing of children and young people. In the Act, 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.

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 Auchtergaven Primary School Nursery.

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:

[Early learning and childcare - Perth & Kinross Council \(pkc.gov.uk\)](http://www.pkc.gov.uk)

Auchtergaven Nursery Class

Eligible children will be allocated a nursery place in accordance with the Council's Policy & Guidelines for Admission to Nursery Schools. The school office has copies of the Policy & Guidelines for you to read.

All children in their pre-school year are eligible for a place in nursery beginning in the new school year in August. Three-year olds will be allocated a place as available. Parents can apply for a split-funded place in nursery e.g., some sessions in a Council nursery and some with a partner provider nursery.

There are spaces for 22 children, for term time, full time sessions (9am-3pm).

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

Other Information

Safety

The school seeks the support of parents in ensuring a responsible attitude on the part of the pupils in matters of safety. Please encourage them to take special precautions when walking or cycling to school and crossing roads. All children should cross with crossing patrol officer at the school gate when entering and leaving the school grounds. Parents are asked not to park directly opposite the school gate to enable a clear crossing point and to adopt a sensible approach to traffic movement in Prieston Road.

Complaints

We hope that your family enjoy being part of our school but if you do have any concerns please contact the office and arrange to speak to your child's class teacher or the Head Teacher.

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>

Timescale is **5 working days** to resolve a **Stage 1 Frontline Resolution (FLR)** and **20 working days** for a **Stage 2 Investigation**. If you require any further information, please contact ECSComplaints@pkc.gov.uk

Transport

Free school transport is only available to **pupils attending their [catchment school](#)** and living more than two miles (primary) or three miles (secondary) from the school measured by the shortest available walking route.

Transport will be provided from a suitable point on the public highway. This can be up to two

miles (primary) or three miles (secondary) from the pupil's home.

Parents who have made successful [placing request](#) for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

Apply for free school transport

https://my.pkc.gov.uk/service/school_transport_apply

Alternatively, application forms are available from any Perth & Kinross Council school or from Pullar House, 35 Kinnoull Street, Perth.

All application forms for the new school year commencing in August must be returned to Education & Children's Services no later than 10 May 2019. Application forms received after this date will be considered after all other requests received prior to this date.

Parents / guardians of Primary 7 pupils who will be transferring to their catchment secondary school (and who will be entitled to receive free school transport) should note that forms received after this date will not be processed in time for transport to be provided for the secondary school induction days.

Perth and Kinross Council Contact Details

PERTH & KINROSS COUNCIL
Education and Children's Services
Perth & Kinross Council
2 High Street
Perth
PH1 5PH

Telephone No 01738 475000
Fax No 01738 475497

www.pkc.gov.uk

Executive Director of Education and Children's Services –Sheena Devlin
Head of Education — Sharon Johnstone

Education & Children's Services

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