

Collace Primary School



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School Handbook

Academic Session 2023-2024

Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

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



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1 Introduction



Dear Parents and Carers

This handbook is given to every pupil who enrolls and has been prepared in an attempt to provide you with as much information as possible on various aspects of school life so that your decision to send your child to Collace Primary School will be an informed one. It will also assist your child to settle at school as quickly as possible.

The Handbook should be kept as a reference and guide in future years. Every effort will be made to update the information as changes occur. It should provide most of the information that parents may require, but if there are any gaps or should there be any questions, please do not hesitate to contact the school for clarification.

Collace Primary School seeks to ensure a safe, secure and happy environment for your child and pupils are encouraged to approach a teacher or myself if they need assistance or have any worries. Parents in turn should not hesitate to contact me for help or information.

I hope that you will find the Handbook useful and will realise that we want pupils and parents to feel they are welcome here. The school looks forward to welcoming you as parents and wishes your child a happy and positive time at Collace Primary School. Should you wish to discuss any aspect of your child's education, please contact me by telephone, email or letter so that we can arrange an appropriate time to meet.

Diane Johnstone
Acting Headteacher

2 Delineated Area

Collace Primary School is situated approximately 8 miles northeast of Perth, turning off the A94 at the Kinrossie signpost. The school sits on the hill beside the church, half way between the villages of Kinrossie and Collace.

The school is located in a stone built, nineteenth - century building which has been modernised. It has two classrooms, a library / music room, a reception area and an office in the main building, with a dining hall in an outbuilding.

Outside there is a tarmac playground and grass area of about three-quarters of an acre. There is also a garden area, which has been developed by the children.

The information contained in this handbook gives you some relevant information regarding the organisation of Collace School.

Parents are most welcome to visit the school to discuss any aspect of its organisation and curriculum so that they can gain a clear understanding of the education.

The A74 Perth bound the catchment area of the school on the north side by West Kinnochtry Farm; to the east by Dunsinane Hill; to the south by Frankleyden Farm and to the west to Forfar Road.

3 Contact Details

Acting Headteacher – Mrs Diane Johnstone
Collace Primary School
Kinrossie
COLLACE
Perth
PH2 6HU

Telephone 01250 871420

Email address Collace@pkc.gov.uk

School Website [Collace Primary School \(glowscotland.org.uk\)](http://Collace Primary School (glowscotland.org.uk))

Stages – P1 to P7
Roll – 22 pupils

Staff

- Acting Head Teacher: Mrs D. Johnstone
- Principal Teacher Mrs D. Hamilton
- P4-7 class teacher Mr J. Drew
- P1-3 class teacher Mrs H. Ives
- RCCT Teacher Mrs F. Alexander
- Primary Pupil Support Teacher Mrs A McNee
- Primary School Support Worker Mrs E. McNicol
- Primary School Support Worker Mr C. Leese
- Pupil Support Assistant Mrs D. Hally
- School Catering Assistant Ms N. Robertson
- School Cleaner: Ms Karen Ramsay
- Service Manager Ms K. Ramsay
- School Chaplain (INTERIM) Rev. S. Thomson
- Facilities Officer Mr C Mann
- Collace School Assoc Chairperson Mrs L. Mayberry

Should you wish to speak to your child's class teacher or the Head Teacher, please contact the school by email or telephone. We aim to respond to any concerns 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:

www.pkc.gov.uk/complaints

Attendance

We expect that all pupils will arrive in time daily. If your child is going to be absent from school for any reason, please contact the school on the first day of absence before 9am via email or telephone. The school secretary is in the office from 8.45am onwards. An answer phone will record any messages prior to this.

- When your child returns following an absence, please send a letter/email confirming the reason for absence and the date of absence.
- Doctor/dental appointments should, where possible, be arranged out with school hours. Any absences that arise due to dental/doctors' appointments should be notified prior to the appointment.
- If by 9.30am the school has had no contact as to why a pupil is absent then we will endeavour to contact the parents at home, work or on emergency contact numbers provided.
- If for any reason circumstances change for the collection of your child, please telephone in advance to make us aware of these arrangements.
- Please avoid taking holidays during term-time, as your child will miss important lessons.

Placing in Schools - Primary, Secondary and Special

The policy of Perth & Kinross Council Education Authority is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependent on pupils' home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible. If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis:

Priority 1:

Children normally resident within the catchment area of the specified school.

Where the number of requests for admission to the specified school by children normally resident within the catchment area exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church).
- (b) Children having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at the school.
- (c) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (d) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

*** Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**** Priority will be given to those pupils who have attended an associated primary school the longest.**

Where it may be necessary to refuse only some places in any of the Priorities at (a), (b) and (c), because the number of requests exceeds the number of places available, priority will be determined as follows:

Category (a) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Category (b) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Category (c) the criterion of length of time attending an associated primary school with priority being given to those pupils who have attended an associated primary school the longest. Where it is necessary to prioritise pupils who have attended an associated primary school for the same length of time, the single criterion of distance from the specified school will be used, with priority being given to those whose normal place of residence is closest to the school.

Priority 2:

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

Where the number of Priority 2 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith ie (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 3:

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 3 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 4:

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

Where the number of Priority 4 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 5:

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 5 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

*** Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**** Priority will be given to those pupils who have attended an associated primary school the longest.**

Placement may be recommended within a special school or provision when a child's education needs cannot be met in their catchment school. This will be based upon the assessment of the child's education needs by their parents, teacher, school medical officer and education psychologist.

The Authority may also determine that particular pupils are to be placed in any school in order to meet specific educational or other exceptional needs, as determined by the Authority. These placements will take priority over any of the 5 priorities above.

Placing requests will normally be granted except where there are circumstances defined in the Act which justify the Authority's refusal of such a request.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

Any pupil who attends a primary school other than the one proposed by the Authority (i.e. as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives.

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

School Commencement Arrangements

The school entry date in Perth and Kinross is the first day of the school session (Wednesday 16 August 2023). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Wednesday 16 August 2023** and you should register your child for primary school during the January 2023 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

Parents will be notified by advertisement in the local press to register their child/children in the school of their choice during a designated registration week in mid January. They will be invited to contact the Headteacher for further information about registration arrangements.

Early Registration

Parents who enquire about the possibility of early registration (ie, of children whose fifth birthday falls after the last day of February) should note that early entry is discouraged but are advised to contact Education & Children's Services on 01738 476200.

Expansion of Early Learning and Childcare (ELC)

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

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

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

Equal Opportunities

Perth & Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth & Kinross recognises that

social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning and implementation processes for all Council Services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

- Race
- Gender
- Marital/family status
- Disability
- Religion
- Sexual orientation
- Age
- Language
- Place of residence
- Socio-economic status

It is the responsibility of all staff to support a climate conducive to providing equal opportunities for all.

Collace Parent Association

Collace Parent Association is a very active and supportive group responsible for many social activities for families and people in the local community. Past events have included: a family dance, coffee morning and Burns Supper.

The Association members provide both financial and practical support to the school throughout the year. Their help is invaluable and we could not enjoy our existing standard of provision without support.

Chairperson: Mrs L. Mayberry

Secretary: Mrs L. Duncan

Treasurer: Mrs C. Marsh

Parents

Co-operation between home and school is necessary and important and parents are encouraged to participate in all aspects of school life. We appreciate the parental support as both pupils and staff benefit as a result.

Parents are invited to attend two parents' evenings in a year, parent open afternoons and school events. The school communicates with parents by e-mail, phone calls, letters, monthly newsletters and information is also available on our school website.

Community

The school and community have a mutually beneficial relationship and we enjoy sharing the life and the work of the pupils with the wider community. Events held in or out of school are advertised in the village, and villagers are warmly invited to attend. Local people are welcome as visitors in the school as part of our audience, or formally as visiting speakers. The area around the school provides a wealth of opportunities for learning outdoor. The school contributes to local, national and international charities.

4 School Ethos

At Collace our purpose is to enhance children's quality of learning through the effective and efficient delivery of the curriculum. We aim to provide a broad and balanced range of educational and social experiences to suit the needs and abilities of all our pupils in a structured learning environment, which is secure and caring, where the child is valued as an individual and where everyone has equal opportunities. We value the contributions of parents and the wider community to the education of our pupils.

In June 2021, Collace was accredited with the Silver Rights Respecting Schools Award which demonstrates our commitment to Children's Rights.



Collace Primary School aims to:

- To promote the development of a breadth and balance of knowledge and understanding, skills and positive attitudes within the capabilities of each pupil in the curriculum areas of Languages, Health and Wellbeing, Mathematics, Expressive Arts, Religious and Moral Education, Science, Technologies and Social Studies.
- To support pupils to realise their full potential.
- To enhance pupils' experiences through effective learning and teaching.
- To use quality assessment tools and judgements.
- To encourage pupils to become responsible citizens by developing positive attitudes to the rules, conventions and responsibilities which help our society to function, in particular politeness, co-operation and sharing, tolerance, consideration of and respect for other people and property.
- To raise pupils' awareness of their role within the local community and the wider world.
- To promote positive partnerships with parents and the wider community.

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Religious and Moral Education

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

Positive Relationship Policy

The school encourages a high standard of positive behaviour at all times and use a range of strategies to maintain this. As far as possible, staff try to integrate the four areas of self-esteem, self-awareness, interpersonal relationships and independence/interdependence into the RME, Health and Personal/Social Development Programmes.

The school will inform parents at the earliest time possible when dealing with challenging behaviour in the school in order to work together to improve behaviour. We have a Positive Relationship Policy, which was created in collaboration with parents and pupils. We are currently integrating 'Restorative Approaches' within the school to resolve minor conflicts and address issues arising from incidents or misbehaviour.



5 Parental Involvement

Parents as Partners in their Children's Learning

As a result of government legislation all schools are entitled to have a Parent Forum and Council. Parents are automatically members of the Forum. One of the ways the parents will be able to express their views will be through the Parent Council. As a member of the Parent Forum each parent can expect to:

- Receive information about the school and its activities
- Hear more in future about what partnerships with parents means in their school
- Be invited to be involved in ways and times that suit them
- Participate in deciding how the Parent Council is organised and how it operates
- Identify issues they want the Parent Council to work on with the school
- Be asked their opinion by the Parent Council on issues relating to the school and the education it provides
- Work in partnership with staff
- Enjoy taking part in the life of the school in whatever way they can.

It is important that all parents/carers know about their membership of the Parent Forum.

The Parent Association is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. The Parent Forum can decide on the type of group it wants to represent their views.

www.pkc.gov.uk/parentalinvolvement



6 Transitions

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 Balbeggie Primary School.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes", which can be accessed on the Council's website at the following address:

www.pkc.gov.uk/preschool

Transfer to Secondary School

Children who attend Collace normally transfer to Perth Academy. Copies of the handbook for the school are available to parents when they are asked to make the choice of their school known. Parents who wish their child to transfer to a school other than Perth Academy should contact this school for information or procedure.

Perth Academy, based in the Viewlands area is possibly the longest established school in Scotland, dating from the twelfth century.

The Guidance and Support for Learning Staff will visit the primary schools in the course of the second and third terms to talk to pupils, and arrangements will be made for all those transferring to secondary to visit the Academy in June, to meet the Rector to discuss matters associated with the transfer from primary to secondary school.

Pupils who require more support will have the opportunity to take part in an Enhanced Transition Programme of visits & activities. There is liaison between primary staff and the Academy's Learning Support Department to ensure a smooth transition to secondary school for pupils.

The Academy parents' handbook is issued in January to all parents of primary seven pupils in the catchment area and is available to others on request.

7 The Curriculum

The purpose of primary education is to give children breadth to learning and encourage the development of critical reasoning. This latter aim is to develop the capacity for independent thought and powers of deduction through the child's learning experiences. This is achieved through an integrated and balanced use of the elements of 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 is fully implemented in schools across Scotland, for all learners aged 3-18. In Perth & Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools.

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

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

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.

In Collace Primary School, we are all working towards improving the quality of the learning experiences and opportunities for our children through the development of Curriculum for Excellence. We are fostering opportunities for all children to develop their talents and aptitudes through a wide and varied curriculum, which promotes challenge & enjoyment, breadth, progression, depth, personalisation & choice, coherence and relevance to the child and our locality.

a) Language

Language is taught and assessed in accordance with the English Language Curriculum for Excellence experiences and outcomes. The four aspects of Language i.e., reading, writing, listening and talking are taught and practised throughout the school.

In Language the school aims to:

- Give children a command of the English Language and be able to use it accurately and precisely.
- Give children knowledge about Language, to read fluently and with comprehension, write fluently and legibly paying, due attention to spelling and punctuation, listen attentively and talk to the points.
- To develop, in all children, positive attitudes towards their own and each other's Language potential by sharing, enjoying and co-operating with one another in the learning process of Language development.

Reading

Early reading skills are developed using 'Jolly Phonics' as the core resource. PM reading is used with young readers who then progress onto a range of novels. Reading skills are developed throughout the school using a variety of methods e.g., skimming & scanning, reading for information, using pictures as clues

Writing

A wide range of resources form the core of our creative language activities and are not dependant on one published scheme. All classes use a range of active literacy activities to develop different types of writing e.g., story mapping, talking boxes, story cards/cubes, writing within a specific context

Listening

This is improved with the use of recordings and dialogues with the teacher, individually, or in groups in a variety of contexts and a variety of purposes so as to respond to texts, gain information and understand what has been heard.

Talking

Pupils individually and in groups will talk appropriately about experiences, opinions, feelings and texts, showing awareness of audience and purpose; in so doing they will convey information in a variety of contexts and achieve knowledge about language. Class discussion, role-playing, news time, debates, talks etc. encourage these aims.

b) Maths

The maths curriculum is planned in accordance with the Perth and Kinross Maths guidelines and the 'Curriculum for Excellence' maths outcomes.

We aim to help the children to: -

- Master basic skills and knowledge, calculate speedily and accurately and understand the processes and the needs for these skills.
- Develop an interest in mathematics, think logically, and work confidently, co-operatively either with other children or independently on problem solving, applications of mathematics within the environment.
- Acquire the ability to appreciate the structures, patterns, and rhythms of mathematics.

Emphasis is placed upon learning through activity and interactive teaching to support/consolidate learning. We have a structured development of mathematical concepts using a happy balance of mathematical skills with emphasis on practical applications within the school environment. Parents are asked to support learning and teaching through follow up activities/consolidation at home.

c) Health & Wellbeing

Health & Wellbeing is an integral feature of the curriculum and covers the following areas:

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



d) Learning in context

Children's learning should be enhanced through an awareness and observation of the environment. They should learn about the world around them and develop the knowledge, understanding, skills and attitudes to interpret it. Children are involved in learning through inter-disciplinary work (topic) which are developed in response to the children's needs, interests and learning styles. Partnerships with the local community are developed as contexts for learning; ensuring learning is meaningful, relevant, and stimulating.

Through topic work and involvement in projects, children should be helped to understand social, cultural, physical and technological factors to operating on their own immediate European and World-wide dimensions.

The school aims to provide for pupils, the progressive development of knowledge and understanding of the world in which we live. A wide range of skills is also needed to investigate, understand the environment and to obtain practical abilities for day to day living. The aims of Learning within a context are as follows

- Achieve knowledge and understanding of the environment and the world around them
- Develop skills which will enable children to interact with the environment

- To recognise the knowledge, understanding and skills associated with Science, Social Subjects and Technology
- Develop knowledge and understanding of, and the capacity to use, Information Technology
- Develop informed attitudes and values relating to the care and conservation of the environment

e) Expressive Arts

Elements within Expressive Arts are taught and assessed in accordance with Curriculum for Excellence experiences and outcomes. The three components of Expressive Arts, Art and Design, Drama, and Music are taught throughout the school. Expressive Arts encourage the exploration of values, foster imagination and creativity, develop practical and perceptual skills and promote intellectual and aesthetic development.

The aims of Expressive Arts are to:

- Promote distinctive ways of understanding self-developing individual abilities and finding
- Personal satisfaction and enjoyment
- Emphasise particular ways of communicating with others
- Develop aesthetic awareness
- Make an important social and economic contribution to our society
- Develop an awareness of our heritage

f) Religious/Moral Education

Religious and Moral Education is delivered in accordance with Curriculum for Excellence experiences and outcomes.

In the school's Policy Statement on Religious and Moral Education the aims are: -

- Develop a consistent set of stances for living values and attitudes, which are the result of a personal process of growth, search and discovery.
- Investigate and understand the questions and answers that religions can offer about the nature and the meaning of life.
- Appreciate and assimilate commonly held values such as honesty, freedom, fairness and concern for others.
- Encourage attitudes of openness and sensitivity towards people whose religious beliefs and customs may be different from their own.

These aims will in no way undermine the faith of any family commitment, but on the contrary, should support and affirm a child's background. We are living in a multicultural society; children are aware of a wider culture, and it is the duty of the school to widen the children's horizons.



8 Assessment & Reporting

Assessment

Staff carry out continual assessment of children's performances. An individual pupil profile containing evidence of performance is kept. Strengths and Next Steps in learning are recorded and used to provide information for planning the next steps in a child's progress. Children's progress is monitored using a Tracking system which informs staff of a child's individual progress. Parents are encouraged to come to discuss any difficulties arising from social, behavioural, or learning barriers. Parent Contact Evenings are held twice yearly for official discussions on a one-to-one basis, but parents should feel free to come at any time throughout the school year. Throughout each block the staff use a range of assessment strategies to track pupil progress. The information from the assessments is recorded to highlight next steps and development needs.

Reporting

Formal consultations in the form of Parent Contact Evenings take place in November and May although parents are welcome to arrange an appointment with class teachers to discuss their child's progress and attainment at any time. Reports are sent home annually in May. These reports will cover all areas of the curriculum and summarise pupils' achievements in different contexts and settings as well as involvement in the life and ethos of the school as well as learning out with school. Primary 7 pupils also compile Pupil Profiles outlining their goals and achievements as well as any skills they have learned which are updated regularly and passed on to the appropriate Secondary School when the pupil completes his/her primary education.

Parents may also access further information on the following website:

www.education.gov.scot



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9 Support for Pupils

Learners who require additional support, are given special consideration and help. Where a child experiences a learning difficulty of a temporary nature, the class teacher will provide the necessary help. If the difficulty is of a more long-term nature, extra advice or support is available from Support staff. For children who have identified Additional Support Needs, parents/carers will be informed and invited to an Additional Support Needs meeting where targets to meet the pupil's needs will be identified and agreed. Following on from this meeting an Individual Educational Programme may be created and reviewed regularly. The services of an Educational Psychologist can also be called upon when more specialised advice is required.

When necessary, a child can also receive help from this source in the way of resources to stretch him/her to their full potential.



Should a parent have concerns about his/her child, they should contact the Head Teacher or access information on the following website.

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

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

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

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

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

10 School Improvement

The main achievements of the school over the past year can be found in the Standards and Quality Report which is published annually and available to view on the Perth and Kinross website by clicking the following link:

https://www.pkc.gov.uk/media/32391/Collace-Primary-Standards-and-Quality-Report/pdf/Collace_Standards_and_Quality_Report.pdf?m=637395618273670000

Plans for improvement of the school’s performance over the next year, including how the school will involve parents, are contained in the School Improvement Plan, a copy of which is available from the school on request and on the school website.

11 School Policies & Practical Information

Homework

Homework Policy

Our aim in giving homework is to reinforce pupils’ learning experiences by providing tasks to be completed out with school. It is not a substitute for classroom work but an extension to it. This guideline indicates a general approach and direction but the final

decision regarding aspects of homework for individuals' rests with the class teacher.

The purposes of homework are:

- To give additional practice in reading, spelling and numeracy
- To consolidate class work
- To pursue investigations

Apart from reading, spelling and numeracy tasks, teachers may set homework activities of a more open-ended nature. Examples include:

- Book reviews
- Organising, conducting and reporting interviews
- Preparing for class talks or debates
- Drawing plans relating to the home environment
- Researching information
- Solving problems

Most pupils will be given homework regularly, and homework tasks will be appropriate to the needs of the individual child. Homework should take up to 30 minutes to complete, though this may be shorter for P1- P3 and slightly longer for P6/7. Senior pupils may be given a task to do over a few days. Under these circumstances senior pupils are expected to manage their own time so that work is distributed over the allowed period. This approach will avoid excessive time being spent on homework the day before a task is due to be handed into the class teacher.

Homework should be completed in a quiet place which encourages concentrated effort, and the presentation of homework should always be neat, and care taken with handwriting. An adult should indicate that homework has been seen / heard by signing homework or reading markers.

All homework tasks will be shared via the SeeSaw learning app.

Curricular/Extra-Curricular Activities

We participate in a range of activities across the year, and the school calendar includes:

- Educational field trips
- Inter school sports team events at Bells Sports Centre (summer term)
- Inter school sports afternoon
- Inter school sport competitions
- Local authority events
- Fund raising events for the school, community and charities

There are opportunities to attend various after school clubs run by Active Schools, in the past these have included dance, rugby, tennis, cricket, football, basketball.

All pupils are members of a committee which enable our learners to contribute to school improvement. These committees include Pupil Council, Eco/Enterprise, Junior Road Safety and Reading Leadership Group.

Uniform/Clothing

All pupils are requested to wear a uniform. Wearing school uniform is an indication that the pupils accept school rules and standards of behaviour, and it emphasises the fact that pupils will be treated equally. Our uniform comprises of:

- White/blue polo shirt (school logo optional)
- Black/grey skirt/trousers
- Black shoes
- Blue school sweatshirt/cardi (school logo optional)

All children are requested to change into indoor shoes when entering the building, therefore please provide a pair for this purpose. Each child should have a proper PE kit in school every day. A t-shirt, shorts and gym shoes are required and should be kept solely for PE.

Football colours or designer sportswear is not permitted to be worn in school. All personal property, clothing and books etc should be clearly labelled with the child's name, as this will ease the problem of lost/found property. Money and valuables should be left with the teacher, as the school cannot be responsible for loss of these from cloakrooms or schoolbags.

Medically prescribed diets and Nut and Peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. Please download the [information leaflet \[312Kb\]](#) and [application form \[161Kb\]](#). Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available at [Tayside Contracts](#).

Medically prescribed diets can usually be accommodated within the school lunch service. A medically prescribed diet is one which has been prescribed by your GP or a hospital doctor. This does not include pupils who simply dislike certain foods. Written evidence from a doctor or registered dietician will be required prior to making special arrangements.

For more information on school meals including menus, meal photos and forms, please visit the website:

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

To access the current interactive menu which provides recipe, nutritional and allergy information, please visit:

www.tayside-contracts.co.uk/school-catering.cfm

and click on the interactive menu link. This site also contains details of forthcoming promotions.

For any other enquiry please contact:

Catering Support Team
Support Services
Education & Children's Services
Perth & Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

Telephone: 01738 476341

E-mail: ECSCateringSupport@pkc.gov.uk

Packed lunches for trips

Packed lunches are available for school trips either free (as appropriate) or charged at the standard meal price. The school will normally ask if you require a packed lunch and offer choices as part of the trip registration process.

Home Lunches

Some parents/carers may wish their child to go home for lunch, rather than remain at school.

The school's responsibility for the pupils at lunchtime relates to those who remain at school for either a school lunch, or a packed lunch. Parents/carers are responsible for pupils who go home for lunch.

There is no requirement for school staff to pass a primary age pupil into the care of an adult, so parents/carers must have clear arrangements in place, including whether the pupil can make their own way home, if they require to be met at the school and any contingency plans if arrangements are to change.

Free School Meals

Access to free school meals is an important part of the school meals service in Scotland. It is important that pupils entitled to free school meals get them without fear of stigmatisation. They should not be made to feel different from those who pay, nor be readily identified by others. Our meal payment and pre-order systems fully support these aims.

Who is Eligible for Free School Meals?

If your child is in P1 to P5

Free School Meals are offered to all pupils in P1 to P5 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in P1-P5.

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P5 as they will no longer be automatically entitled to Free School Meals.

If your child is P6 or above

You can claim free school meals for your child(ren) if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £17,105
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £7,920
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £660

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

For more information on Child Tax Credit and Working Tax Credit visit the [Inland Revenue](#) website.

You can apply online for free school meals at the following link: www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

Health Care

The Community Health Service organises a programme of health care through the visits of various specialists to the school, e.g., Doctor, Dentist, Speech Therapist, and Health Visitor.

Pupils are screened at different stages, and you will always be informed of the next stage in the programme of health care. When you are asked to complete and return a form, it greatly aids the school administration if this can be done by the set date. The Community Health Service operates in close liaison with family doctors.

It would greatly aid the school if you informed the Head Teacher, as soon as possible, of any medical condition or disability which might affect the progress of your child in school. Such information, we guarantee, is handled discreetly.

If a pupil becomes ill in school or is injured, the school will try to contact the parent immediately or arrange for the pupil to go to Casualty. It is vital that, if parents are unavailable during school hours you supply us with a suitable Emergency Contact who we can contact in your place.

Where a journey to hospital is required, it is the parents' responsibility to arrange this unless, in emergency, the Doctor calls an ambulance. When parents cannot be contacted, the school will try to arrange the Emergency Contact to do this.

Administration of Medication

Where essential medication is to be administered during the school day, parents are requested to make initial contact with the Head Teacher regarding the details. Any requests should be made in writing. Medicine should be labelled with the child's name and have clear instructions on the medication itself.

Note: Pupil information of a medical nature is shared with members of staff as and when required and appropriate to the safety of that child within the school. Confidentiality at all times will be respected.

Arrangements for Emergency Closures

Where the school has to close at very short notice because of such circumstances as failure of heating, adverse weather conditions etc the following procedure will apply: -

- The Head Teacher will make sure a parent or responsible adult is at home to receive the child.
- Where Education Department transport is provided pupils will be allowed to use it only where there is absolute certainty that they will arrive home safely.
- Communication by telephone will be used to inform parents of what action is to be taken.

If the School has to be closed due to adverse conditions information will be broadcast on Radio Tay from 7.00 am. Information will also be shared on the school app.

It is the duty of parents living in remote areas to ensure that their children do not attend school if weather conditions are uncertain. They must make a responsible judgement of the situation and must not be influenced by the fact that a child expresses a desire to attend school.

Parents should feel assured that all measures taken will be in the interest of the children's safety and where doubt arises, they should not hesitate to contact the school.



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity

9.00 am - 12.15 pm
10.30 am - 10.45 am
1pm - 3pm



12 Name of Child Protection Officer

National Guidance for all Child Protection Agencies ("Protecting Children") requires the school to report if we believe that a child may come to harm as a consequence of possible abuse.

Each school now has a Child Protection Officer appointed to be responsible for Child Protection matters and who is specially trained for the task.

In our school the person appointed is:

- **Mrs Diane Johnstone, Designated Officer (Child Protection)**

The Child Protection Duty Officer at Pullar House may also be contacted Tel 01738 476768.



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, School Nurses and Police, all of whom may become involved if Child Protection concerns arise. Beyond this, close working relationships exist with childcare social work staff who are also part of Education & Children’s Services. Any discussion to bring in an outside agency will only be taken after involving the School Child Protection Officer. We will endeavour to ensure that you are informed and are able to participate as appropriate in any action, which we may initiate, regarding your child.

GIRFEC

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

Safe Responsible Healthy Included Achieving Nurtured Active Respected

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

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

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

13 Further Information

In all cases relating to your child's education you should discuss the matter with the Headteacher. If further information relating to your child's education is required, you should contact:

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

Telephone: 01738 476200

E-Mail: ECSSchools@pkc.gov.uk

14 COVID-19 Information

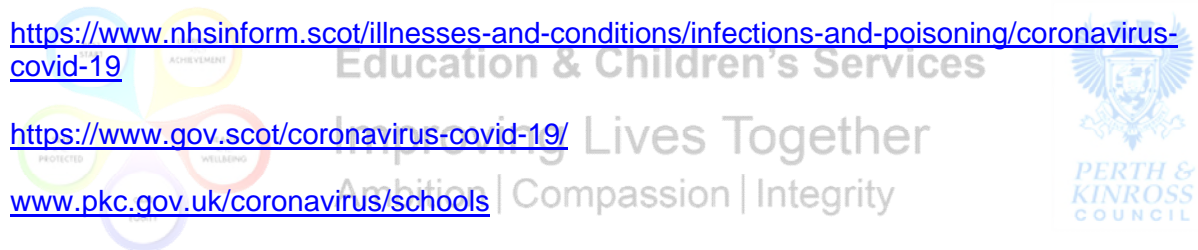
All schools are following key national guidance issued by the Scottish Government to help ensure schools are safe for children, young people and staff.

Further information is available for parents/carers as follows:

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19>

<https://www.gov.scot/coronavirus-covid-19/>

www.pkc.gov.uk/coronavirus/schools



If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting Customer Service Centre on 01738 475000.

إن احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة لمملخص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب: الاسم: Customer Service Centre رقم هاتف للاتصال المباشر: 01738 475000

اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ (بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے تو اس کا بندوبست سروس ڈیولپمنٹ Customer Service Centre سے فون نمبر 01738 475000 پر رابطہ کر کے کیا جاسکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡

Customer Service Centre 01738 475000

來替你安排。

Jeżeli chciałbyś lub ktoś chciałby uzyskać kopię owego dokumentu w innym języku niż język angielski lub w innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Proszę kontaktować się z Customer Service Centre 01738 475000

P ežete-li si Vy, anebo n kdo, koho znáte, kopii této listiny v jiném jazyce anebo jiném formátu (v n kterých p ípadech bude p eloženo pouze stru ný obsah listiny) Kontaktujte prosím Customer Service Centre 01738 475000 na vy ízení této požadavky.

Если вам или кому либо кого вы знаете необходима копия этого документа на другом языке или в другом формате, вы можете запросить сокращенную копию документа обратившись Customer Service Centre 01738 475000

Ma tha thu fhèin neo duine a dh'aithnicheas tu ag iarraidh leth-bhreacden pháipear seo ann an cànan eile neo ann an cruth eile, (aig amannan cha bhith ach gearr-chunntas a-mhàin ri fhaighinn air eadar-theangachadh) faodar seo fhaighinn le bhith a' cur fios gu: Customer Service Centre 01738 475000

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

www.pkc.gov.uk



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