

Abernyte Primary School



School Handbook Academic Session 2024/2025

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Welcome from the Head Teacher

Dear Parents/Carers

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

You will find us in the charming, rural village of Abernyte with our school sitting right at the heart. The present school was built in 1906 on a pleasant south-facing site overlooking the River Tay. Our school is non-denominational and caters for children of all seven primary stages. It has two classrooms and a multi-purpose room which functions as a dining room, gym hall etc. Adjoining the school is a large playing field which we benefit from during the day and for after school and community activities. Our extensive grounds have a mature apple, pear and plum orchard, a willow tunnel, trim trail, painted playground games, a climbing wall, a shelter shed and an outdoor classroom. We have a bug hotel, a pond, hedgehog homes, bird feeders, bird boxes, herb planters and a variety of plants which attract nature's visitors to our grounds. We are committed to conserving our school grounds and surrounding area to enhance our learning and teaching which is reflected in our 6th Eco Green Award status. The amiable local environment is a rich, easily accessible resource, which is utilised at every opportunity.

We look forward to working in partnership with you in providing your child with a happy, meaningful and enjoyable learning experience. At Abernyte Primary School we aim to foster a positive attitude towards learning, self-esteem, health and well-being, caring for others and respect for both the school and wider environment. We hope that your child, with the support of the school and you, will benefit from all that the school has to offer. Your child should feel welcome, secure and valued in our school and we believe this is possible when we work together.

The school door is always open to parents seeking information or wishing to discuss their child's progress. We welcome parents into the school to support us at any given opportunity, by involving yourself you will see what we are trying to achieve for the children. If you would like to help in any capacity, please do not hesitate to get in touch. You are always welcome.

The subsequent pages of this handbook provide information across many areas of school life but if there are any further questions that you may wish answered, that are not addressed, please do not hesitate to contact the school as we are only too happy to help.

I hope your involvement with Abernyte School will be a very enjoyable experience. We look forward to working with you and your family.

Thank you

Jennifer Clark

Headteacher

1 Introduction

I would like to take this opportunity to welcome you to Abernyste Primary School where we run an open-door policy. Please feel free to call or contact us with any queries you may have.

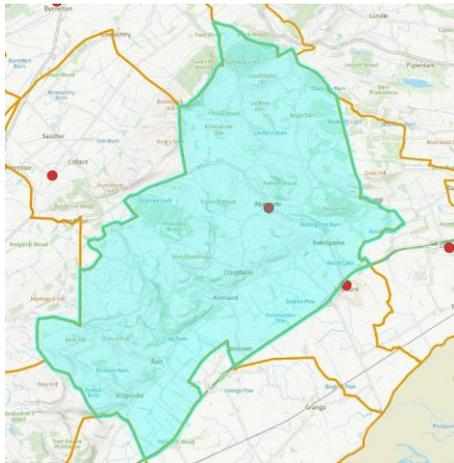
The purpose of the school handbook is to communicate the ethos of our school and provide a welcome for you as parents to the school as well as acting as a useful reference tool whilst your child attends Abernyste.

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 2023), further changes may have occurred since then.

2 Delineated Area



The delineated catchment area for Abernyste Primary comprises the villages of Kilspindie, Rait, Kinnaird, Abernyste, Littleton, Knapp and Ballindean.



You can check that you reside within the Abernyste Primary catchment area at:

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

Quite a number of our parents from out with our catchment area have made written requests to have their children attend school here. If you wish to make a placing request at Abernyste for your child, please contact the Headteacher to discuss your wishes.

3 Contact Details

Address: Abernyste Primary School
Abernyste
Inchturre
Perthshire
PH14 9ST

Telephone: 01738 459590

Email: abernyte@pkc.gov.uk
Website: www.abernyteprimary.co.uk
X (Twitter): @AbernyteP

Head Teacher: Mrs Jennifer Clark
Email: abernyte@pkc.gov.uk

**Parent Council
Chairperson:** Mr Gregory Clarke
abernyteparentcouncil@gmail.com

Status: Non-denominational, co-educational, Primaries 1 – 7
School Roll: 27 (currently two classes of pupils between P1 – P7)

Our School Staff

Headteacher/Class Teacher:	Mrs Jennifer Clark
Class Teacher:	Miss Jen Smith (full time teacher)
Class Teacher:	Mrs Katie Edgar (part time)
Headteacher Support/Class Teacher:	Mrs Vicki Jones (part time)
Area Support Teacher:	Mr Kyle Dunning
Primary Pupil Support Worker:	Mrs Jennifer Cuthbertson and Mrs Sarah Martin
Primary School Support Assistant:	Mrs Jennifer Cuthbertson and Mrs Sarah Martin
Child Protection Officer:	Mrs Jennifer Clark

Visiting Specialist Teachers

Music:	Mrs Laura Young
Pupil Support:	Mrs Beth McCall
Janitors:	Mr Ross Snee, Mr Jim Denney and Mr Ben Sivewright
Cleaner:	Mr Bryan Soutar
School Chaplain:	Rev Catriona Morrison

School website: <https://www.abernyteprimary.co.uk/>

Twitter: [@AbernyteP](https://twitter.com/AbernyteP)

The Strategic Lead for Education and Learning is Sheena Devlin.
The Quality Improvement Officer with responsibility for Abernyte Primary School is Anne Lemon.

They are based at: -

Perth & Kinross Council Education Department,
2 High St,
Perth,
PH1 5PH
Tel No. (01738) 476211

The Perth & Kinross Council web site is: <https://www.pkc.gov.uk/education>

Classification

Abernyte Primary School is a non-denominational school, catering for both boys and girls from Primary 1 to Primary 7. We are situated in a rural, accessible location where composite classes of mixed age groups create an inclusive ethos. In the current session (2023/24) 13 pupils accommodate one class (P1 (3 pupils), P2 (6 pupils) and P3 (4 pupils) and 14 pupils in the other class (P3 (7 pupils), P5 (5 pupils), P6 (1 pupil) and P7 (1 pupil). The close cooperation which exists between the school, parents, and our community as a whole, helps

foster a welcoming, safe and secure learning environment. At Abernyte Primary, each child is valued as an individual, with an important role to play in the life and heart of the school community.

The school is a beautiful, historical building with over 100 years of history. The school has two classrooms, a multi-purpose hall, a small kitchen, school office and a resource room. Lunches are provided by Tayside Contracts and served in our school dining room. Outside, the children have daily access to a large playground, an outdoor classroom, school garden with playground equipment, a willow dome, and a very large playing field which is used for football, school sports, and many other outdoor learning activities. Our school has a mature apple, pear and plum orchard which the children yearly harvest making a variety of produce for the community to enjoy. We have achieved 6 ECO flags and are now working towards our 7th flag and 10th ECO award priding ourselves in rural outdoor education.

Attendance and Absence Procedure

Parents are legally required to ensure that their child attends school regularly. Cases of significant or repeated unexplained absence have a detrimental effect on the child's education and are normally referred to the Attendance Sub-Committee for further assistance and possible further action to explain the child's absence. For health and safety reasons it is important that parents contact the school before 09:00 if their child is going to be absent that day. A short note should then be sent to the teacher on your child's return to school.

If a child has not arrived in school and there has been no contact from parents, the school will then telephone home, work or emergency contact numbers to ensure that the child is safe. It is important that, wherever possible, children should arrive on time, especially in the mornings when all the attendance and administration details are carried out. Absence from school for any reason must be followed by a written explanation. If you know that your child is going to be absent for a particular reason, please inform the school beforehand by letter or email stating the date of absence and reason your child will not be attending school. Please avoid taking holidays during term time, as your child will miss important lessons.

Where possible, children should not be withdrawn from school during term time because of family holidays. If this proves to be unavoidable, a letter requesting permission should be sent to the Headteacher; however all such absences are now considered to be unauthorised.

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 we have been unable to contact parents, the child will be transported to a 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 sensitively with these.

If your child is required to attend a clinic (e.g. dental clinic) during school hours, the child must be collected and returned to school by parents / carers. Where possible, appointments for the dentist or doctor should be made outside school hours to avoid missing class time.

It is extremely important that parents give the school up-to-date information of any changes to contact details e.g. mobile phone numbers, numbers of places of work or of emergency contact details, as this allows us to contact you in an emergency.

The law requires that parents ensure their children attend school regularly. As part of the Perth & Kinross raising Achievement Strategy all schools are expected to closely monitor the

attendance of all children and young people. Persistent poor attendance and time keeping is disruptive to the learning of the individual and the class. It may also be an early warning of other difficulties for the child's family. If a child's attendance rate falls below a predetermined figure, Headteachers have a duty to invoke procedures to follow up absenteeism. This will start with a formal letter advising Parents/Carers of absence rate and offering any support, however continued absence may ultimately be escalated by means of referral to the Perth & Kinross Attendance Sub Committee. <http://www.pkc.gov.uk/article/17427/Attendance>

Arrangements for visiting the school

Prospective parents who are unfamiliar with the school and wish to visit prior to enrolling their child/children should contact the school to make an appointment. A visit can be arranged to allow parents/ carers and children the opportunity to view the school and speak with the Headteacher and ask any questions. A copy of the current handbook and P1 handbook will be shared.

Prior to beginning school, new Primary 1 entrants are invited to spend time over a few weeks, both morning and afternoon, in the P1 class with their future teacher and classmates. There will be an official Induction Session where parents can meet as a group with the Headteacher to discuss all P1 information.

4 School Ethos

We are a friendly school situated in the heart of the Abernyte village. The school staff, under the leadership of the Headteacher, are committed to systematic school self-evaluation and a rigorous programme of monitoring performance across the key areas of school life ensuring that the highest quality of education for the children is achieved.

In our school there are currently two classes, one primarily taught by the Headteacher and one part time teacher, the second class taught full time by one teacher. An area support teacher occasionally teaches the classes plus a visiting pupil support teacher and a visiting music specialist. We also have two pupil support assistants who support learning in the classroom and supervise the playground during breaks. There is one part time assistant in the office, a cleaner and a facilities assistant. The whole staff work together as a team to ensure that Abernyte Primary School is the best that it can be.

Everyone in the school works hard to fulfil the following:

Vision, Values and Aims

Be the best you can be!



Our Learner Qualities:

-  Resilient
-  Evaluates
-  Ambitious
-  Determined
-  Younique

Aims

We used the GIRFEC SHANARRI indicators as a framework to think about what we want to achieve as a school.

Safe Our school environment provides a safe, positive, nurturing learning space for children to learn. The parents, community and school work together.

Healthy Our school will encourage children to be physically and emotionally healthy.

Achieving Every child will be supported to be the best they can be. Our teaching and learning will be broad, challenging and outstanding. Our wider achievements are shared, recognised and valued.

Nurtured The school and our parents will work together to make sure children progress, play and learn in a supportive and exciting environment.

Active Children will have opportunities to take part in a wide range of activities both in school and the community such as our active citizenship awards.

Respected The school, parents and children will listen to each other and will work together creating respectful relationships.

Responsible Children will take an active role in their own learning, in the life of the school and in the local community.

Included Our school and parents will work together to make sure every child is given the right support to learn and contribute to the life of the school to ensure equity for all.

We pride ourselves on our many non-curriculum experiences for the children such as athletics, cycling, skiing, sewing and cooking. We also take part in many competitions and festivals, including the Rotary Quiz and County Sports.

Pupil achievement is celebrated in many ways. Some include through our shooting stars display, in class and on our class digital online journal. If your child has been successful in a hobby or activity at home, please share this with us so that this can be celebrated in school.

All our pupils are involved in decision making in our school. We have pupil focus groups in the school for children from P1-P7: The Eco Committee, Fairtrade Committee and Pupil Council and Digital leaders. The children gather meet regularly enabling them to have their say and to contribute to school improvement.

In June 2023 we were awarded with our sixth award which means twelve years in the Eco-Schools programme. Abernyte is one of only nine schools in Perth & Kinross to achieve this. Our recent feedback highlighted excellent action planning and a request to share our detailed measuring and evaluation information as best practice. In March 2023 we were awarded with a RSPB Bronze award for connecting with and learn about nature.

In March 2022 we achieved our Fairtrade Fair Achiever Award. The school has continued to provide a wide range of opportunities, such as our work towards achieving the highest achievement for Fairtrade Schools (Fair achiever award). This recognised the high level of commitment and excellence in our commitment to system change and making trade fair. Abernyte have been recognised as the second Scottish school to achieve a gold award accreditation from the hedgehog preservation society In Jan 2022. This recognised the high level of commitment and excellence in advocating awareness of the decline of hedgehogs in the wild. In Sep 2022 STV news ran a press release on a national campaign for Litter picking as organised by the Hedgehog society. The society recommended Abernyte to feature in the campaign and as such we made a TV appearance. In June 2021 Abernyte worked in partnership with Perth Culture to deliver a project on biodiversity which was accredited by the John Muir Explorer Award. This highlighted the high level of commitment and excellence in developing our school grounds and increasing biodiversity. Our outcomes were showcased in the museum over the summer break.

We encourage all our pupils to respect and care for each other as part of the Abernyte family. P7s help the new P1s settle in and act as leaders to take extra responsibility for organising school events.

Abernyte is a school at the heart of the community and we are keen to encourage parents and friends of the school to be actively involved in school life.

Partnerships with the Church

The school maintains links with Abernyte Church by using the church as a place to deliver different areas of the curriculum e.g. to celebrate Christian Festivals, to research local history and to encompass the sense of community. We work closely with our local church. The parish minister is our school chaplain. She leads assemblies throughout the year and works in partnership with us to produce services at key Christian festivals.

Abernyte School in the Community

Abernyte Primary School is an integral part of the community and every effort is made to foster these strong links. It is well supported by local people, businesses and groups. We aspire to play our part in fostering a good community spirit with our children by taking part in local events, caring for the community and engendering a sense of pride and citizenship of our area. We use the local woods, farms and village as an excellent resource to promote outdoor learning. Our School Community Cafes, Community notice board and postings on

the Community website <https://abernyte.org/> help to keep people informed and involved in forthcoming events.

We have helped keep Abernyte litter free, entertained members of the community, carried on the tradition of managing the Poppy Collection and led Church services. Members of the community regularly maintain our school grounds, involve themselves in the education of the children, and share their knowledge and expertise about their various present and past experiences, interests and jobs.

Abernyte and Inchtute are twinned with Fleac, Charente Region, France. The school has taken part in several twinning occasions. Families from Abernyte School, Inchtute School and the Twinning Association host children and adults from Ecole Primaire A. Daudet Fleac.

Abernyte prides itself with its strong partnerships with local community members, local groups such as RSPB, local business such as Guardswell and local schools. We have formed a close relationship with other similar sized schools in the local authority which helps us to provide rich and varied experiences for our pupils.

Positive Behaviour

At Abernyte Primary we believe that children learn and develop best when they are part of a culture of mutual respect with clear expectations of how they and others should behave. Through interactions and guidance from trusted and caring adults, who provide a good role model and value their individual personalities, pupils can develop empathy and understanding of how their interactions affect both others and the learning environment.

Our school code of conduct was agreed with pupils and based on the UN Right of the Child. This session we revisited our school rules, and are happy that they are short and memorable for all pupils:

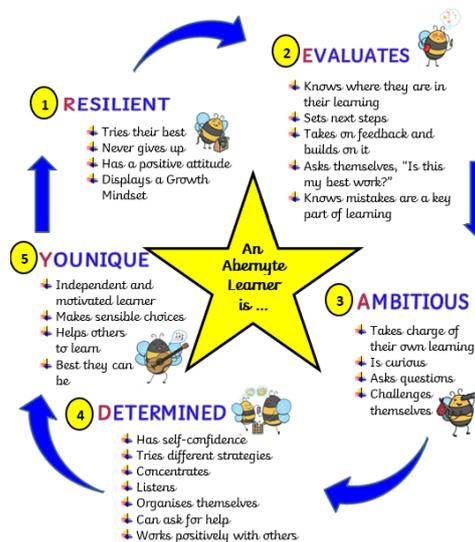


As a school we have taken on visible learning practices because there is strong evidence that it makes a positive impact on learner outcomes. Our children are empowered to direct their own learning beyond their time at Abernyte because they are active participants of their learning, whilst here. At Abernyte we have developed a learning partnership which involves:

- Teachers and learners identifying learning intentions and success criteria for achieving these
- Rich conversations between teachers and learners that continually build on learning, empowering children to be proactive learners
- Effective, timely feedback from teachers and peers to enable children to progress in their learning
- The active involvement of children in analysing their assessment data, identifying next steps and setting challenging goals
- Teachers responding to identified learning needs and strengths by modifying their teaching approach(es)

We believe our children leave us at the end of Primary 7 with a skillset which will enable them to be successful lifelong learners.

Our Learner Qualities:



These diagrams can be found everywhere in our school. They are one of the key ways that as a school, we ensure a consistency in both the language we use with the pupils as well as the high standards and expectations we work with them to achieve. They are also a fantastic way of helping parents and carers of our pupils work in partnership with us to help all of our pupils to achieve these high standards and expectations.

Our Relationships Policy principles have been agreed through discussion with staff, pupils and parents/carers. In Abernyste we are proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. We view all behaviour as a communication establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives. We use restorative approaches to support communication. Staff do not raise their voices but re-direct children to alternative activities until they are calm enough to be part of a restorative conversation. At Abernyste we promote a climate in which children and young people feel safe and secure. Supporting children to develop a growth mindset permeates all aspects of learning and teaching at Abernyste. At Abernyste we ensure that a consistent, high standard of behaviour is expected from all pupils and that a system of positive and fair reinforcement is in place. We ensure that the environment offers a safe base so in developing relationships and wellbeing we must ensure an environment that is conducive to learning and takes into account individual needs.

Bullying takes many forms. It can be physical, verbal, emotional or cyber, but it is always a repeated behaviour that makes others feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately as per the Perth and Kinross Council anti-bullying guidelines, sourced at <http://www.pkc.gov.uk/article/17426/Bullying-and-harassment>

Using our school code of conduct we promote various positive behaviour strategies including:

- Restorative conversations
- Use of Circle Time and Time to Talk to discuss aspects of personal and social development including acceptable and unacceptable behaviour
- Discussing whole school behaviour issues at Pupil focus group time or in class
- Whole school assemblies and activities on moral and social issues
- Discussion and implementation of aspects of Citizenship within the classes
- Use of 'buddy' systems within the school
- Setting of personal targets for improving work and/or behaviour

All members of the Abernyte School Community shall be treated equally and with respect. There is no place for discrimination based on religion, ethnic origin, gender, disability, social grouping or other grounds. An ordered and well-disciplined mode of conduct is essential both in and out of the school for the safety and wellbeing of all children. The school is confident that parents will continue to support the school in the maintenance of these standards.

5 Parental Involvement

The Parent Council are very active in support of the school and meet regularly during the school year to represent the views of parents and raise issues of general concern to other parents. As well as the more formal Parent Council, there is a subgroup who are also very active on Abernyte's behalf by raising money for the school on a regular basis. The membership of this team is fluid with all parents welcome at every meeting. You can find copies of Parent Council minutes on the school website. Please contact the school if you would like more details about how to get involved with the Parent Council or events. The Parent Council, can be contacted through the chair, Mr Greg Clarke. Contact details can be retrieved from the school office.

Present Parent Council Members are:

Chairperson:	Gregory Clarke
Treasurer:	Sarah Donoghue
Secretary:	Matt Sierocinski King

Communication with parents

Abernyte is a school that takes a great deal of pride in our family atmosphere and welcoming ethos. We do endeavour to be an open school and will get back to parents as quickly as possible, usually responding within 24 hours except for holidays and weekends. We do appreciate that you put a great deal of trust in us looking after your children and that parents need to feel all concerns or requests, no matter how small, will be given attention in a timeous manner.

We recognise that effective home/school communication is at the heart of parent/school partnership and we strive to communicate regularly about all aspects of school life. Our X/Twitter feed is updated regularly to share recent events and achievements with the wider community- @AbernyteP. A printed termly newsletter highlights recent events and achievements. Twice a year we host our community cafes which parents and friends of Abernyte are invited to attend. This is an informal chance to come along, meet with other parents and the Headteacher, watch the children share their learning and generally just catch up. There are always representatives from the parent council there, as well as other members of staff on occasion.

A written Pupil Progress Report is shared in June. However, parents are welcome to arrange an appointment with class teachers to discuss their child's progress and attainment at any time. Formal consultation takes the form of a Parent Conference twice a year and a Learner Led Conference (PATPAL) with the opportunity to discuss progress with teachers in March.

Noting Concerns

We are committed to working with parents and can resolve matters quickly and effectively in most cases. If you have a concern about your child, please contact the Headteacher by phone, email or by making an appointment to come in. You can usually also speak to the Headteacher at 15:15 if your concern is of a relatively short nature. Parents are encouraged to share their concerns early so that they may be addressed at the earliest opportunity. Class teachers are not available to see parents before 9am but can be seen with an appointment after 3pm. If you would like to see your child's class teacher, please contact the school office

to make an appointment. *“Research shows that when parents are involved in their child’s learning, children do better at school and throughout life.”*

The Scottish Schools Act (Parental Involvement) Act 2006

We are very keen for parents to be involved in the school. We work to forge a bond between home and school from the time your child enrolls and foster this bond by encouraging an open relationship between parents and staff.

There are three broad areas in which you can be involved in your child’s learning and the work of the school.

- *Learning at home* - the school will provide you with information about what your child is learning each term and how you can best support at home. Additional information may be through class teacher communication, parent evenings, curriculum sessions, newsletters or via leaflets.
- *Home/School Partnership* - parents are welcomed into Abernyte School as part of the team who provide the best possible learning opportunities for their children. Parents are involved on a regular basis accompanying trips, giving talks, supporting extra-curricular clubs, completing audits and surveys, sharing ideas, suggestions and concerns with us.
- *Parental representation* - every parent is automatically a member of the Parent Forum at Abernyte School. You will be asked to express your views on matters affecting the education of your child. You may be asked to complete questionnaires and surveys, participate in informal chats with the Headteacher or more formal evaluation of the school improvement agenda. A Parent Council is elected from the Parent Forum at the start of every school year. This works in partnership with the school to promote parental involvement and quality learning experiences for the children.

We want all parents to experience a welcoming environment and for parents to feel that they can raise any queries without hesitation.

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

6 Transitions

There are a variety of points of transition: starting Nursery, moving from Nursery to Primary 1, moving to a new class, moving to another school and moving to secondary school.

In January, parents of the August intake of Primary 1 children should contact the school to make an appointment with the Headteacher, to register their child. At this meeting prospective parents, and preferably the child, will be shown round the school, appropriate registration forms will be completed, and an opportunity will be given for informal discussion about the school and the educational experiences it provides.

After completion of their Primary 7 year, pupils of Abernyte Primary transfer to: Perth High School (PHS), Oakbank Road, Perth, PH1 1HB Phone: 01738 628271.

Throughout the year we work in close partnership with Perth High School. Teachers will visit to talk with the Primary 7 children. There will also be opportunities for parents and pupils to visit PHS. Parents are invited to attend information sessions by PHS. Should your child have additional support needs that may impact on the transition process, early meetings will be held with PHS to ensure that a clear plan is in place to maximise the prospect of success. Community Link Workers also offer support.

Parents who wish their child to attend a Secondary School other than that above should complete a placing request form and submit it to Education and Children's Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD, between January and March. Parents should receive notification of transfer to Secondary School by April of the year of transfer.

For further information about Placing in School and School Commencement Arrangements, please contact Perth & Kinross Council, Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth. <http://www.pkc.gov.uk/schools>

7 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 firmly embedded in schools across Scotland, for all learners aged 3-18.

Under Curriculum for Excellence every child is entitled to a broad general education with the 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 at Abernyte offer learners the opportunity for personalisation and choice. Learning activities are structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children are encouraged to think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

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

Progress in learning is assessed in rigorous ways throughout your child's time at school. Active learning is a big part of Curriculum for Excellence and is often evidenced through photographs of your child's learning experiences. Some photographs of your child's achievements will be included in their Learning Journeys to evidence their progress.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy, 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 in the following capacities:

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens

Every child is offered a wide range of opportunities to learn. The 8 CfE subject areas are:

Literacy

The development of literacy skills plays an important role in all learning. Children need to communicate, collaborate and build relationships, reflect on and again explain their literacy and thinking skills, use feedback to help improve and sensitively provide useful feedback for others. They will learn to engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by digital learning. Basically, children learn to Read, Write, Talk and Listen across the curriculum, as well as within specific literacy focused lessons.

Perth and Kinross Council is committed to the Scottish Government's 1+2 initiative. With English as the first language for the majority of our learners, children will learn French from their Primary One year and Spanish will be introduced as their third language from P5.

Numeracy & Mathematics

All teachers have responsibility for promoting the development of numeracy across the curriculum. Children will learn to interpret, work with, manipulate and understand the concepts and rules of Number, Problem Solving and Enquiry. Other mathematical concepts such as Money and Measure, Shape, Position and Movement and Information Handling, are often taught through a cross curricular approach or as stand-alone studies.

Health & Wellbeing

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

When we are teaching a sensitive health topic, such as sexual health and relationships, we will contact you first so that you can be prepared for this and are aware of the lesson content.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

Science

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

Expressive Arts

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally. This is delivered through music, dance, drama and art and craft.

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.

Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in digital skills that can be transferred and applied in different learning contexts.

You can find out more about how the CfE fits together and what it means for your child on the following website:

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/what-is-curriculum-for-excellence/>

Children develop knowledge and understanding as well as skills for life, learning and work to prepare them for living in 21st century Scotland. ICT is used to enhance learning. Emphasis is put on children learning concepts and skills and then applying these in real life, problem solving situations. The children work with teachers to plan their learning. Teachers take account of prior learning and children are fully involved in setting targets and in meaningful dialogue about their learning.

Curriculum developments are shared with parents at curriculum evenings, through the Parent Council and on an individual basis as required. All pupils P1-7 will be given opportunities for home learning on a weekly basis. Home learning is given to encourage parents / carers and children to learn together and to spend quality time together. It should also encourage a sense of responsibility in pupils.

Parents can find out more by attending the regular meetings held in school, reading letters/ information sheets sent home from school, asking school for specific details and by means of a large variety of websites from the Internet. Further information can be found at:

<https://education.gov.scot/parentzone>

Abernyte teachers visit other teachers outwith the school to complete peer observations, followed by helpful feedback to improve practice. Teachers and practitioners at Abernyte share information to plan every child's "learning journey", ensuring that each child reaches their potential.

Religious & Moral Education

We offer a Religious and Moral education programme to help children develop a consistent set of values, attitudes, beliefs and practices and develop spiritual growth. Learners find out about the beliefs and practices of all major world religions, and are encouraged to develop respect for others' beliefs, tolerance of difference and appreciation of diversity.

Our assemblies deal with moral issues such as right and wrong and values including fairness, justice, kindness, compassion, integrity, and honesty. Typically they include presentations, certificates, sharing of good or interesting news and singing (hymns and other songs that promote the listed values above). We recognise major Christian festivals of Harvest, Christmas and Easter. We celebrate end of term services at Abernyte Church and our Minister visits the school too.

Parental Rights

Occasionally parents/carers may wish to withdraw their child from some elements of our Religious and Moral Education programme or from assemblies and opportunities for Religious Observance. In that case the parents/ carers should contact the Headteacher to explore the various options; we do of course respect the views of parents /carers and we do also wish to offer a full education to all our learners.

8 Assessment & Reporting

Every child's educational development is monitored and assessed in various ways, both formally and informally. The principal of progression provides children with a series of challenging but attainable goals. Our curriculum allows for this and each child's learning is built on an increasing depth of experience that allows progress and attainment to be assessed.

The curriculum is planned to provide appropriate programmes for the children that are based on Curriculum for Excellence. Continuously and throughout the processes of teaching and learning, evidence of progress emerges. Teachers draw on a wide range of approaches to assess progress such as teacher-led assessment, self-assessment in which the child may be asked to comment on the quality of their own work and ways in which it could be improved or peer assessment in which the children may work in groups to comment and assist each other's progress. We operate a policy of continuous assessment, in line with government guidelines on "Assessment is for Learning" and Curriculum for Excellence. On a daily basis children are involved in discussing their learning with staff and, at times, other children. They are able to articulate their prior learning, why they are doing their current learning and can identify what their next steps in learning will be.

Staff track progress through planning meetings with the Headteacher, evidence recorded, tracking sheets and the setting of long-term targets agreed at the beginning of each term. Staff work with colleagues from within the school and from other schools to moderate and benchmark work.

Parents are informed of progress and attainment through the issue of annual reports in June and at the yearly parent contact meetings. Discussions with parents regarding progress and next steps may also take place throughout the school session if necessary. All assessments help to confirm the levels, which have been achieved by the children, and will also be reported to parents in annual reports and parent contact meetings.

Abernyte Primary follows the Scottish Curriculum for Excellence, as outlined above. We will report on progress against Curriculum for Excellence levels. Pupils will progress through Levels, with Early Level being attainable by most pupils by the end of Primary 1, but earlier or later for some and with First Level being attainable by most pupils in Primary 4, but earlier or later for some. Second Level is attainable for most pupils by the end of Primary 7, but earlier or later for some.

In Primary 7 staff and pupils create a Profile. This is shared with parents and their receiving Secondary School. These profiles are a snapshot of the child's learning and achievements in their primary years as well as setting out their targets for secondary school.

9 Support for Pupils

Abernyte School positively addresses the needs of children who have specific barriers to learning and children who require short term additional input to help them achieve success in particular curricular areas. Class teachers at Abernyte School have responsibility for addressing the learning needs of all the children in their class. For the majority of children, their additional support needs are met by effective learning and teaching and suitable tailoring of lessons including differentiated work. Children are regularly assessed on both a formal and informal basis and Support for Learning is carried out by class teachers, the Primary Support Teacher and Primary Pupil Support Worker who are timetabled to support groups of children, as well as one-to-one with individuals. A wide variety of resources is used to support this work. Additional support is provided for children who cannot benefit from their school education without extra help. An individual education plan designed to help overcome these will be devised by the class teacher in conjunction with the Primary Support Teacher,

where necessary. Usually, children will be supported within their own classroom setting, in accordance with Perth & Kinross Council policy, but may also receive short spells of individual tuition from the Primary Support Teacher or follow up work from Support Staff.

Our Pupil Support Teacher visits the school for a morning once every two weeks. In consultation with the Headteacher, she supports class teachers to devise programmes for children who have short or long-term difficulties and for those who may need their learning extended. Although the Pupil Support Teacher is deployed as necessary, the aim must always be to promote the maximum degree of independence in learning, personal management and social activity of which the child is capable.

The work within each class is organised to ensure that each pupil is given work appropriate to his or her ability. In the event of Additional Support Needs being identified, the child's parents would be informed and invited to a meeting to establish that additional support needs do exist and to discuss how best to support the child. If a child has on-going difficulties or a permanent condition, regular ASN reviews will be held to discuss progress.

An Individual Education Plan may be put in place and will be reviewed termly. For some children with more complex needs a meeting may be held to consider opening a formal Coordinated Support Plan.

Individual plans will similarly be devised through extension work for any children requiring pace and challenge beyond their classwork. Through our ethos, partnership with parents and support agencies, our Rights Respecting Schools and Health Promotion Programmes, the principles of GIRFEC (Getting it Right for Every Child) are comprehensively applied.

If you think that your child has additional support needs, or that there is anything getting in the way of their wellbeing, please contact us to discuss your concerns. You can do this by contacting the Headteacher in the usual manner. Often class teachers will have identified a need and, in consultation with the Headteacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

10 School Improvement

For an overview of how well the school is performing we were inspected by His Majesty's Inspectors of Schools in October 2023. To view this report, visit the Education Scotland website.

Attainment continues to be high within the school with almost all pupils attaining their appropriate Curriculum for Excellence levels, including in Literacy, Maths and Numeracy. Joint planning with pupils and between staff, as well as collegiate moderation of pupils' work has had a positive impact on attainment.

The following information has been taken from the Standards and Quality Report published for the session 2022-2023. Information on school improvement is divided into three sections; learning, achievement and leadership.

Learning: Summary of strengths

The current team and the newly appointed permanent staff, have worked very successfully together to enable leadership opportunities, training and to fully engage in the development and implementation of our school improvement priorities. The work undertaken over the last year has resulted in the following improvements:

- A clear, consistent approach to the delivery of our reading and spelling programme. All staff are trained and well supported to deliver high quality learning which is matched to the needs and interests of the children. As a result, attainment in reading

is very high across the school. It was highlighted during our recent inspection visit that our children displayed high levels of engagement in their learning.

- A clear rationale and a shared understanding of the value of play and planning for play experiences has resulted in children taking ownership, creating and informing their own play in learning environments, our play provocation folios have been commented upon highly by our centre leaders.
- The children's motivation, concentration and resilience in computer science learning.

Achievement- Summary of strengths

Across the school, children are achieving well in many areas. All learners are encouraged to participate in sports and the arts, developing pride and confidence. Children are also encouraged to share achievements gained from external clubs and activities and have opportunities to share these in school through their learning journals on Seesaw and at weekly Rights of the Child assemblies. We continue to use the 'Shooting Stars' wall to recognise the wider achievement of our children. All children were involved in developing performance skills and confidence through participation in a Christmas performance, 'Midwife Crisis, which alongside a Christmas baking fair was well attended.

The school continues to provide a wide range of opportunities, such as our digital offer. In December 2023 we were awarded with a Digital School Award. Our children explore a variety of apps to enhance digital literacy and develop basic algorithms through exploring robotics and during lunchtime Code Club. Our P4-7 learners have developed their computational thinking skills through a variety of applications and resources such as BBC micro:bits, Sphero Indis/Minis, Scratch, Lego League, Hour of Code and during Vex-Go and Scratch lunchtime clubs.

Alongside this our school were accredited with our sixth ECO green flag, running projects on climate action, improving school grounds in a sustainable way and preservation of wildlife, achieving the Bronze Wild Challenge Award from RSPB. The children's continual drive to raise awareness for hedgehog decline was recognised nationally as we featured on STV news showcasing our high level of commitment and excellence in advocating awareness of the decline of hedgehogs in the wild.

National expectations

The results of the Scottish National Standardised Assessments confirm teachers' judgements and show all children in P7, P4 and almost all in P1 have achieved the expected level or above in Literacy and Numeracy.

LEADERSHIP: Summary of strengths

During a Learning and Achievement visit by central officers, the leadership of the school was recognised as being a key strength in terms of strategic direction for the school. It was highlighted that the school has strong relationships between children, staff and parents which is enabling children to thrive and reach their potential in a positive learning environment. The vision, values and aims are well embedded in the life and work of the school. This is lived and breathed and are articulated by all. There is a strong sense of teamwork and supportive culture across the school. Our school has a clear strategic drive and vision for what it is like to be an Abernyste learner. All staff are involved in evaluating the work of the school using HGIOS4 and quality indicators.

School staff have led:

- The developments in our sixth ECO green flag renewal
- The LEAF (learning about forests) Award project
- Developments in technologies including becoming certified educators of Seesaw and STEM, and introducing new robotics through SERCC (Scottish school education research centre)

- The accreditation of our Bronze Wild Challenge Award from the Royal Society Protection of Birds
- Our outdoor learning experiences through Forest School Kindergarten training

SUMMARY OF IMPROVEMENT PRIORITIES 2023-24

- By August 2024, 100% of children will be on track to achieve expected levels of attainment in writing at the end of p1, p4 and p7.
- By June 2024, the use of digital technology to enhance teaching and learning across our school community will be embedded, in line with our Digital Learning Policy.
- By June 2024 all staff will have had the opportunity to work with colleagues across the LMG (Carse/Non-Carse) and will have increased confidence in using evidence to support professional judgement in relation to attainment of a level.

These improvement priorities deliver consistent, whole-school approaches with appropriately targeted supportive interventions where progress is measured, and next steps determined through tracking and self-evaluation with all stakeholders. Visible learning approaches will support our progression throughout our improvement journey.

Abernyte Primary School Standards & Quality Report is available on request from the school office. Our school twitter feed <https://twitter.com/AbernyteP> contains useful information and highlights ongoing work in the school along with our activities and achievements. Information on the school performance at local and national level can be found on Perth & Kinross's website – www.pkc.gov.uk/education

11 School Policies & Practical Information

The School Day

Morning Session: 9.00 am -12.15 pm
 Morning Interval: 10.30 am -10.45 am
 Lunch Interval: 12.15 pm - 1.15 pm
 Afternoon Session: 1.15 pm - 3.15 pm

School and Authority Polices

For details of school and Perth and Kinross Policies visit the Perth and Kinross website or make a request to the school office.

Records

On admission, you will be given forms to complete asking for details of home circumstances, telephone numbers, place of work, etc. You **MUST** notify the school office of any changes to these details, so that contact can be made should the need arise.

School Uniform

There is a recommended school uniform which we encourage everyone to wear as we consider this to be an important part of belonging to our school community. The school uniform consists of –tie, white blouse/shirt/polo-shirt; royal blue sweater/cardigan or school sweatshirt; grey skirt/pinafore/ trousers; grey socks/tights; grey or black school shoes; the only logo on any clothes should be the school logo. All clothing and footwear should be clearly marked with the pupil's name.

All pupils are expected to keep in school, a PE kit of plain grey or black shorts, a pair of grey or black socks, plain white t-shirt (football strips and embossed t-shirts are not permitted),

grey or black gym shoes, grey or black tracksuit (or jogging bottoms and sweatshirt) and trainers for outdoors. Seasonally, kit should include a sun hat and sunscreen in the summer; rain jacket, warm hat and gloves in the winter. Please provide a bag in which to keep everything. Parents are requested to check the condition of gymshoes when they are sent home at the end of each term. We appeal to parents not to send their children to school wearing jewellery. This is in the interest of health and safety, but also to avoid loss or breakage.

In the interest of safety:

- when using gymnastic equipment, baggy fashion shorts and trainers are unsuitable
- children who wear earrings must remove or tape over their earrings and remove all jewellery/watches
- children with long hair must have it tied back

Tape and hairbands should be sent to school for your own child's use and kept in their PE kit bag. The Perth and Kinross Council information leaflet on PE is available in school.

School clothing and PE kit can be purchased from a variety of chain or specialist shops. Abernyte School uniform- tie, fleeces, blazer, sweatshirts, cardigans, polo shirts etc. as well as standard P.E. items of grey or black shorts and white t-shirts are now online for ordering at <https://www.border-embroideries.co.uk/schools/abernyte-primary-school.html>.

Severe Weather and Arrangements for Emergency Closures

If the school has to close within the school day, parents will be notified by telephone prior to pupils being sent home. If necessary, use will be made of the Emergency Contact Number, therefore please ensure that we have the correct details and the person involved is aware that they may be contacted. No child will be sent home unless the school has made sure there is someone to receive them.

Parents should always use their best judgement when deciding whether to send or escort their children to school. In the interest of the health and safety of pupils and staff, it may be necessary during severe weather conditions to close this school. If this is to be done prior to the school opening, it will be announced on Radio Tay after 7.00 am.

Radio Tay	Dundee	Perth
Frequency AM	1161	1584
Frequency FM	102.8	96.4

Please note that, although as schools we have a direct number to Radio Tay, it often takes a considerable time for individual schools to get connected.

Parents can also contact

1. Tay Connect (Tel 08700 500232, then key option 4). This service is updated every 20 minutes and is charged at the local rate.
2. Perth and Kinross Council Information Line – 0845 3011100, but this may not be operational before 6.30 am. This is also charged at the local rate.

If the school opens and weather conditions worsen through the day, we may have to make an emergency closure. We would therefore ask all parents to ensure they make precautionary arrangements for their child/children for such an event.

Every effort would be made to contact the parents of children who remain at school for lunch, prior to the dismissal time. Any pupils whose parents, or emergency contact, cannot be informed would normally remain at school under the supervision of the Headteacher or teacher until their parents could be contacted. 'Severe Weather' information is issued each

year. If the school has to close during the school day, parents or emergency contacts will be informed as soon as possible.

Extra-Curricular Activities

A number of after school activities run by parents and staff have been offered in recent years including Computing, Cycling Skills, Sports Leader Club, Multi Sport and Arts and Crafts. Any parent/carer who has an interest or talent they would like to share with the children as an extra-curricular activity, please contact the Headteacher.

We also take advantage of events/workshops etc. organised by outside agencies that take place throughout the year during school hours.

In recent years these have included:

- Cross Country
- 5 Aside Football (when numbers permit)
- Drama
- Rugby
- Chess
- Gymnastics
- Art
- Cricket
- Tennis

Playground

All children have access to our extensive playground areas. The field is in use daily and indeed can become messy. This means that in winter time we must ask that children come to school suitably attired for playing on grass, which may be damp or muddy. A change of shoes (and socks) is a good idea for changing into during break and lunch time. You may also wish to provide a pair of tracksuit bottoms or waterproof trousers to wear over school clothes to stop them getting muddy. School staff will remind pupils about getting changed for breaks, however I would ask that parents speak to their children about getting changed if appropriate. Please also ask your child to let their teacher or a member of support staff know if they have fallen and got very wet or muddy, so that this can be dealt with. Please rest assured that if your child is significantly wet and needs to have a complete change of clothes, we will contact you.

In snow and ice, daily decisions will be made in school on whether children can play outside on safety grounds, following risk assessment. Areas suitable for play will also be considered. In heavy or persistent rain certain areas of the playground may be temporarily removed from use (e.g. the mud kitchen area) or children may be kept in for break. Again, this will be a decision made on the day, depending on the conditions and safety concerns.

Supervision in the Playground Outwith the School Day

It is generally the case that the start and end of the school day – when classes are taken in and when they leave at the end of the day – define the period of time for which a school has responsibility for supervising all children attending school that day. The exceptions to this are for those children who are transported to school by the local authority (a level of supervision is provided from the time their transport arrives at school), and for children attending an extra-curricular club (they are supervised for the duration of the club). Children should not arrive in the playground before 8.45am. Not all school staff are trained First Aiders, therefore if children arrive before 8.45am and were to be involved in an accident, school staff would not be available to provide emergency support. If your child arrives before 9am, please be aware that there is no playground supervision provided – you should be confident that your child is responsible and able to take appropriate steps should there be an issue. Children are

not brought into school until the official start of the school day. In the event of severe weather or a critical incident, a senior member of staff may take the decision to allow our pupils to enter school a few minutes earlier, but if the weather is inclement, we would suggest arriving as close to 9am as possible.

School Meals

Abernyte Primary provides healthy and nutritious meals. Children may bring packed lunches to school. School meals cost £2.15 per day with payment via ParentPay. You will be provided with login details for this online payment system and can then make payments for school meals, as well as school trips and other events. Please note that children in Primary 1 – 5 are entitled to free school meals. Only pupils who register for a home lunch are permitted to leave school grounds at lunchtime.

12 Child Protection

Keeping children and young people safe and protected from harm, abuse and exploitation is *everyone's job and everyone's responsibility*.

Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task.

Mrs Jennifer Clark is the Designated Officer for the school and should be contacted in the first instance, if you wish to talk about Child Protection and the safety of children.

All staff are trained annually in Child Protection Procedures. Where we have any concern about the welfare of a child, perhaps resulting from what a child says, how s/he behaves, or obvious physical damage which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns, acting on them and liaising with parents or other professionals as appropriate. The Headteacher and Principal Teacher are the designated Child Protection Officer.

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.

Further information on GIRFEC can be found on:
<https://www.pkc.gov.uk/article/17389/Information-for-staff-GIRFEC>

Fire Procedures

Should the fire bell sound please assemble in the car park area where the flag is raised at the front of the school. Please do not bring prams etc. into the school as this might delay our exit from the building. Fire drills are carried out on a regular basis so staff and children are familiar with the routine.

Moving On.....

It is important for children to feel confident about moving on to new situations, and we try to make the transition from Nursery to Primary 1 as smooth as possible for them. Frequent visits to the school and playground will be arranged to allay any fears.

When children are enrolled at the Primary 1 stage, the school will notify parents of the arrangements for new entrants and a visit/ meeting for parent and child will follow.

And Finally

We look forward to your child joining us and hope he/she is going to have a very positive learning journey at Abernyte Primary School. We hope that you find the information in our handbook useful. Please do not hesitate to contact the school if you require any additional information or have ideas about other information that could be included in our handbook.

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

School term and holiday dates 2024 – 2025

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