

# Abernnyte Primary School



## School Handbook

### Academic Session 2021/2022

## School Information

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
  - a) Literacy
  - b) Numeracy
  - c) Health and Wellbeing
  - d) Sciences
  - e) Social Subjects
  - f) Technologies
  - g) Expressive Arts
  - h) Religious and Moral Education
  - i) Religious Observance
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer
13. Nursery

## 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 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 Abernyte Primary School where we run an open-door policy so 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 Abernyte.

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, Perth and Kinross Council Education & Children's Services provides the following three categories of information: -

### 1. School Information

The first half of this booklet contains information about our school. This is available from our school office for parents of pupils here at Abernyte, or other parents who want to choose our school for their child instead of the school proposed by the authority.

### 2. Basic Information

The second half of our booklet is intended primarily for parents who want to consider a choice of school for their children, and consists mainly of brief details of the Authority's policy on placing in schools, meals, boarding, transport, school commencement arrangements etc. A complete copy of the basic information booklet is available from Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD (Tel 01738-476211). This contains lists of the Authority's schools.

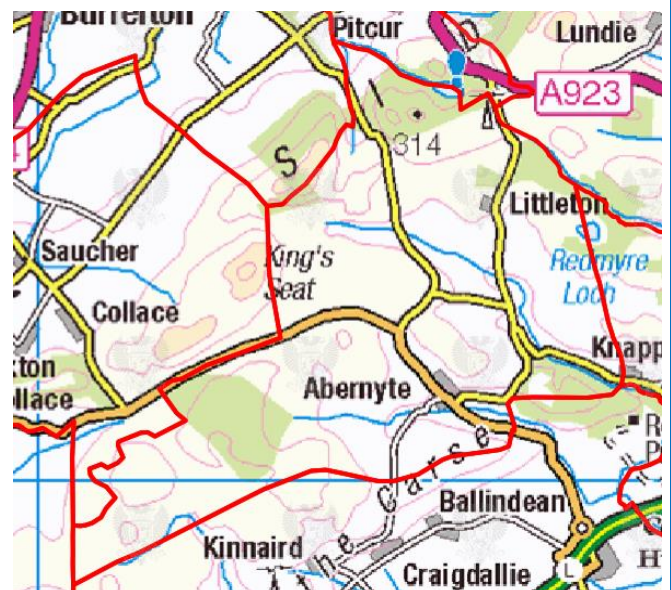
It should be noted that the basic information booklet applies to primary, special and secondary education and that information about nursery education is included in the School and Supplementary Information categories.

### 3. Supplementary Information

This includes specialised information which some parents may want for a variety of reasons and which is available on request from Education & Children's Services.

## 2 Delineated Area

The delineated catchment area is from within a boundary line from Outfield Farm, Balloleys Farm, Dundriven, Little Ballo, Lauriston Cottage Knapp, Scottish Antiques and the Arts Centre.



### 3 Contact Details

**Address:** Abernyte Primary School  
Abernyte  
Inchture  
Perthshire  
PH14 9ST

**Telephone:** 01738 459590  
**Email:** [abernyte@pkc.gov.uk](mailto:abernyte@pkc.gov.uk)

**Head Teacher:** Mrs Jennifer Clark  
**Email:** [abernyte@pkc.gov.uk](mailto:abernyte@pkc.gov.uk)

**Parent Council Chairperson:** Mr Gerard McGoldrick  
[abernyteparentcouncil@gmail.com](mailto:abernyteparentcouncil@gmail.com)

**Status:** Non-denominational, co-educational, Primaries 1 – 7

**School Roll:** 12 (currently one class of pupils between P1 – P7 as of Nov 2020)

#### Our School Staff

Headteacher/Class Teacher:	Mrs Jennifer Clark
Child Protection Officer:	Mrs Jennifer Clark
Headteacher Support/Class Teacher:	Mrs Alison Hughes
Area Support Teacher:	Mrs Monica Harrison
Primary Pupil Support Worker:	Mrs Amanda Sturrock
Primary School Support Assistant:	Mrs Jennifer Cuthbertson

#### Visiting Specialist Teachers

Music:	Mrs Laura Young
Pupil Support:	Mrs Audrey McNee
Janitors:	Mr Ross Snee, Mr Jim Denney and Mr Bill Denney
Cleaner:	Sam Shabishaw
School Chaplain:	Dr Rev. Marjory MacLean

**School website:** [www.abernyte.pkc.sch.uk](http://www.abernyte.pkc.sch.uk)

**Twitter:** @AbernyteP

The Executive Director of Perth & Kinross Education and Children's Services is Sheena Devlin.

The Chief Education Officer is Sharon Johnston and the Service Manager for Primary is Gill Doogan.

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) 47621

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 (2020/21) twelve pupils accommodate one class; P1 (1 pupil), P2 (3 pupils), P3 (2 pupils), P4 (1 pupil), P5 (2 pupils), P6 (2 pupils) and P7 (1 pupil). The close co-operation 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 delivered fresh to our school. 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've achieved 5 ECO flags and are now working towards our 6<sup>th</sup> flag and 7<sup>th</sup> 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. 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 requires attending 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.

## **Medication**

It is important that parents inform the school of any specific medical condition affecting their child so that the school can take appropriate action. Routine medical and dental inspections are carried out during the pupil's primary school life and parents are fully informed of when these will take place.

Medication should only be taken to school when absolutely essential. If medication is to be administered, it is good practice to allow children to manage their own and we will support this in school, we will also ask you to complete a consent form.

Minor cuts and bruises will be treated by the staff but there may be occasions when a doctor's opinion or help is required. If possible, parents will be informed before the child is given medical attention. Mrs Sturrock and Mrs Cuthbertson are our designated First Aiders and they will keep parents fully informed if they must treat any child during the school day.

The school office should be notified of any pupil with a specific condition, e.g. asthma - to allow records to be kept up to date. Pupils who require using inhalers should be able to use them independently and be aware if they need them before PE etc.

## **Parental Concerns**

We promote an environment of open communication where mutual trust and respect is continuously promoted. We welcome the suggestions and comments of all involved with our school and particularly value parents' insights, as they can only serve to further improve our school and build on positive home-school relationships. Should you have any concerns about your child's time at Abernaye School, please contact the Headteacher at school by telephone, e-mail or in person in the first instance to discuss your concern. Your concern will then be raised with any relevant staff member(s). We will agree what steps need to be taken to try and resolve any concerns as soon as possible. Concerns are always be taken seriously and it is hoped that a positive outcome can be achieved through parents, staff and children working together. Communication will be maintained until the concern is alleviated. However, should the situation arise that parents feel the concern has not been satisfactorily dealt with the school's Quality Improvement Officer can be contacted and involved in finding a way forward.

## **Complaints Procedure**

Abernaye Primary School is determined to deliver quality services for all. It is committed to providing a complaints procedure which is responsive to service users, works timeously, acknowledges when things go wrong, and seeks to correct them. All users of the service should have confidence that complaints are dealt with in a professional manner.

If a problem does arise, the complaint should be made to the Headteacher in the first instance who will try to resolve the matter. Complaints may be made in writing, by telephone or in person. The complaint will be recorded detailing the nature of it, the contact details of the complainant and relevant dates and actions to be taken. This will be dealt with fairly and in a sensitive and confidential manner.

We always aim to acknowledge and attend to any complaint as soon as possible. Stage 1 Frontline Resolution (FLR) has a timescale of 5 working days. In the event that a full response can be made within 5 working days, an acknowledgement will not be sent.

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

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



If a parent feels that their complaint has not been resolved with the Headteacher's involvement, and a parent remains dissatisfied, parents have the right to make a formal complaint and have that complaint investigated.

Details of this procedure can be found on the Perth and Kinross website or by contacting Customer Service Centre on 01783 475583

Email- [customercomplaints@pkc.gov.uk](mailto:customercomplaints@pkc.gov.uk)

Should you have a complaint, including one that relates to the Additional Support for Learning (Scotland) Act 2004, concerning the school or your child's education you should contact the school office in the first instance and, if necessary, arrange to discuss the matter with the Headteacher. If the matter cannot be resolved at this stage, then you will be advised to write to the Executive Director Education.

## **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 to view the school and speak with the Headteacher and ask any questions. Given the current circumstances and restrictions around Covid these visits will operate virtually through Team meetings taking place during the school day as we believe that seeing the school at work gives a much better feel for the overall ethos and organisation of learning and teaching within Abernaye School. A copy of the current handbook is also 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. These dates and times will be confirmed and subject to Covid restrictions. There will be an official Induction Session where parents can meet as a group with the Headteacher to discuss all P1 information.

## **Communication with parents**

Abernaye 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 Twitter feed is updated regularly to share recent events and achievements with the wider community- @AbernayeP. A printed termly newsletter highlights recent events and achievements. Once a term we host our community cafes which parents and friends of Abernaye 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. Pupil Progress Reports are sent home in November and a written summary report 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 in November and a Learner Led Conference with the opportunity to discuss progress with teachers in March.



## Registration & Placing Requests

There is a designated week in January when parents of the August 2021 intake of Primary 1 children should contact the school to make an appointment with the Head Teacher, to register their child. At this meeting prospective parents, and preferably the child, will be given a tour around the school. Appropriate registration forms will be completed and an opportunity will be given for an informal discussion about the school and the educational experiences it provides.

NB. The child's birth certificate, latest Council Tax bill and a recent utility bill to verify address must be produced before registration can be completed.

When considering registering older children, please contact the school to make an appointment with the Headteacher. Again, parents and pupils will be given a tour around the school and will be able to ask questions about the school's organisation and policies. If desired, registration can then take place.

Parents living out with our catchment area can make a placing request to have their child granted a place in Abernaye Primary. A Placing Request Application Form can be obtained from the School Office or from <https://www.pkc.gov.uk/article/17301/Placing-request>. Parents will be advised of the outcome of their placing request as per Authority Policy.

## 4 School Ethos

It is a fundamental principle of our school that everyone involved in the life of our school has the right to be respected as an individual whilst carrying the responsibility to act in a considerate and respectful manner towards others. Through the ethos and curriculum of the school, we welcome and encourage diversity and individuality whilst emphasising a common commitment to moral values such as honesty, respect for others, compassion and justice.

We implement Perth and Kinross Council's policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on any grounds.

This session our school vision, values and aims were reviewed with the children, parents, community and staff to develop our shared vision for every child's experiences here at Abernaye.

The school staff, under the leadership of the Headteacher, is 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 at the moment there is one class taught by the Headteacher, one part time teacher, an area support teacher, a visiting pupil support teacher and a visiting music specialist. We also have one pupil support assistant who supports learning in the classroom and supervises 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 Abernaye 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:



### 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.

In our school at the moment there is one class taught by the Headteacher, one part time teacher, an area support teacher, a visiting pupil support teacher and a visiting music specialist. We also have one pupil support assistant who supports learning in the classroom and supervises 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.

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 Seesaw 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 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, Junior Carsonians, Caring Crew and Party Planners. The children gather meet regularly enabling them to have their say and to contribute to school improvement.

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 Abernyste 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.

## Abernyste School in the Community

Abernyste 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://abernyste.org/> help to keep people informed and involved in forthcoming events.

We have helped keep Abernyste 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.

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

We continue our work in maintaining our Eco Schools status.

Abernyste 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.

Abernyste Primary School has a very supportive and active Parent Council.

## Positive Behaviour

At Abernyste 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:

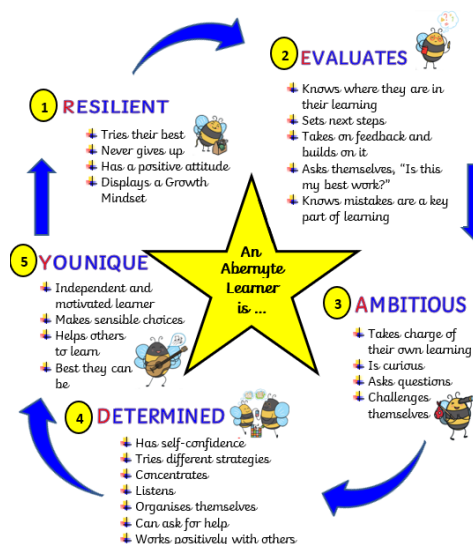


As a school we have taken on visible learning practices because there is strong evidence that it makes a positive impact on learner outcomes. Our children are empowered to direct their own learning beyond their time at Abernyte because they are active participants of their learning, whilst here. At Abernyte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

*"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 Abernyste 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>

The Abernyte School Parent Council was established by the Abernyte School Parent Forum.

Present Parent Council Members are:

Chairperson:	Gerard McGoldrick, Abernyte House, Abernyte - 01828 686311
Treasurer:	Claudia Lacoux
Secretary:	Alastair Strickland

## 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 there is liaison with PHS and 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/parentzone/learning-in-scotland/about-the-3-18-curriculum>

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 November and June and at the yearly parent contact meeting in November and Learner Led Conference in March. 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.

In Primary 7 staff and pupils create a Profile. This is shared with parents and their receiving Secondary School. These profiles are a snap shot 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 difficulties 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.

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.

Progress of pupils will be monitored and regularly discussed with parents and other support agencies through the ASN procedure. Opening a Co-ordinated Support Plan may be considered, in conjunction with parents and dependant on need. Formal reviews will be held annually and /or when considered appropriate.

Children with Additional Support Needs are fully included in the life of the school and every effort is made to meet their needs. Any concerns regarding pastoral care and support are fully discussed with parents and a plan is agreed to support the child. Regular meetings are held between key staff and parents to discuss progress, next steps and any other concerns.

Should a parent have concerns about his/her child, they should contact the Headteacher or access information on the following website. <http://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](mailto:info@enquire.org.uk)
- Advice and information is also available at [www.enquire.org.uk](http://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**

For an overview of how well the school is performing we were inspected by Her Majesty’s Inspectors of Schools in September 2009. To view this report, visit the Education Scotland website.

Attainment continues to be high within the school with 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 2019-2020. Information on school improvement is divided into three sections; learning, achievement and leadership.

### **Learning: Summary of strengths**

Staff have completed professional reading and attended various courses and presentations linked to the launch of the PKC Play Framework. They have, observed good practice in other

settings relating to play based learning in Early years and taken part in professional discussions regarding the importance and value of play in child development and general health and wellbeing. They have used this professional learning to promote and develop an environment conducive to active (play based) learning both in the classroom and the grounds of the school.

Outdoor Classroom Day provided a launch for the children and attending parents to learn about their right to play, how it supports their health and wellbeing and to bring together their suggestions for how we could develop play at the school. This led to the purchase of the much loved and endlessly creative 'outdoor loose parts kit' which has increased the variety of play types and groupings being observed outdoors. P1 parents were invited to a Family Learning session on the topic of Singing Games and rhymes which promotes a playful approach to learning.

### **Achievement- Summary of strengths**

A recent review of the attainment data for session 19/20 has highlighted the following key points:

- In **P1**, all children have made excellent progress in Listening and Talking, Reading, Writing and Maths and have achieved Early Level.
- All children in **P4** have achieved First Level in Listening & Talking, Reading, Writing and Maths.
- All **P7** pupils have achieved Listening and Talking, which is a significant improvement. Most pupils have achieved Second Level in Reading and Maths and a majority have achieved this in Writing.
- Across all stages, there are many pupils on track to achieve the appropriate level in their learning earlier than national expectations would indicate.

Across the school children are achieving well in many areas. All learners had the opportunity to perform and present to an audience at the Abernyste Harvest Festival, our Community Cafes and the Creative Day of Dance. They have entered several local and national competitions throughout the year with some achieving local and national success and recognition for their artwork. Our instrumentalists who entered examinations were all successful. Unfortunately, our Cross-Country team were unable to participate this year due to Covid 19 however their training times, with our Active School volunteer, showed continuous week on week improvements.

### **LEADERSHIP: Summary of strengths**

At Abernyste we are focused on the pursuit of excellence and equity and achieving positive outcomes for our children. The Headteacher along with staff continue to work hard to drive school improvement and have made good progress. Our teaching staff have led our fair-trade work towards our Fair Achievers Award developing a partnership with Glendelvine Primary, introduced Spanish as part of our 1+2 provision for languages and led the Scottish Book Week family literacy learning session. As well as being active in supporting our school improvement priorities this year, the parent body have provided transport and support for our 'out of the classroom' programme and attended and supported all school events. They have also developed partnerships with the children and community by taking the lead in developing our pupil-initiated lunchtime gardening club and Forming the 'seeds' of a Potato Enterprise Project with links to a local company. Pupil voice is a strong feature of our school and will continue to be a key driver in our future improvements. Learners have been consulted in a range of ways, including focus groups and committees. Through the Pupil Council "Party Planners" and "Caring Crew" groups, the majority of children have planned and led their learning on important Health and Wellbeing topics and contributed to the positive ethos of the school while developing their skills for learning, life and work. Through

Pupil Voice sessions, all children have led on decisions which effect their daily life at school, influenced school improvement priorities and supported and benefited the wider community - locally (Foodbank), nationally (Poppy Scotland) and globally (Save the Children).

## **SUMMARY OF IMPROVEMENT PRIORITIES 2020-21**

- Social and emotional learning will have an identifiable and valuable impact on attitudes to learning, attainment and social relationships.
- All learners will experience continuity of pace and challenge of learning though effective planning and the use of the moderation cycle.

Social and emotional learning will have an identifiable and valuable impact on attitudes to learning, attainment and social relationships.

All learners will experience continuity of pace and challenge of learning though effective planning and the use of the moderation cycle.

These improvement priorities will 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](http://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 Policies**

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 Meals**

Our healthy and nutritious school meals are cooked at Invergowrie Primary School and transported to Abernyte Primary School. The menu and further details can be found here <https://www.pkc.gov.uk/article/17330/Primary-school-meals>

There is a choice of main meal which the children can have and pupils are encouraged to eat what they have chosen. Both vegetarians and children with particular dietary requirements can be catered for.



P1 – P3 are entitled to free school meals. For P4 – P7 the cost is £2.15 per day, payable in advance through ParentPay. Free School Meals are available for those children in P4 – P7 whose parents/ guardians are in receipt of qualifying benefits, guidance notes and application forms are available from the school office or are available on line <https://www.pkc.gov.uk/freeschoolmeals>

Children who bring packed lunches have their lunch in the school dining hall with the other children. They are expected to eat what you have provided for them.  
Please do not include a sugary drink, sweets or biscuits in your child's packed lunch box.

## **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; 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. Abernaye 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/abernaye-primary-school.html>.

Grants are available for clothing if you are in receipt of qualifying benefits – forms are available from the school office or on line at <https://www.pkc.gov.uk/freeschoolmeals>

## **Transport**

All entitlement and policy issues relating to school transport are dealt with by Education & Children's Services.

In Perth and Kinross all primary pupils who attend their catchment school and live at least two miles from school and all secondary pupils who attend their catchment school, and live at least three miles from school, will be entitled to free school transport.

Free school transport can also be provided on safety grounds if the normal walking route fails to meet certain safety criteria.



Where there is a spare seat on an education transport contract vehicle (not a registered local bus service), a pupil may be allocated a concessionary place. Please note that concessionary places may be withdrawn at short notice and at any point throughout the school year. Applications for concessionary places must be made annually.

If you have a query relating to entitlement issues or policy please contact:

<https://www.pkc.gov.uk/article/17284/Schools-transport-and-trips>

## **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.

## **Instrumental Tuition**

There is currently an opportunity for P5 – P7 children to receive wind instrument tuition with a peripatetic music tutor within the school. Perth and Kinross Council has established after school music clubs which are held in Perth. Information on these is available in school.

## **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
- Orienteering
- Cricket
- Curling
- Golf

## **Pupil Council**

All pupils are members of the Pupil Council/ Eco Committee. The Chairperson and Secretary are from the senior year group. The Pupil Council works in partnership with the Headteacher and school staff to ensure pupils are part of the decision making process.

## **School Terms & Holiday Dates**

For the most up-to-date information about school term dates and holidays please follow the link below to Perth and Kinross' website:

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

## **12 Name of Child Protection Officer**

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.

## **GIRFEC**

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

Safe      Healthy      Achieving      Nurtured      Active      Respected      Responsible  
Included

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

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

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works

together to deliver better outcomes for the child or young person who needs additional support and their family.

### **13 Nursery**

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address.

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

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

### **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 play ground 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.

### School term and holiday dates 2021 - 2022

#### Autumn term 2021

**In-Service days:** Monday 16 August 2021 and Tuesday 17 August 2021

**Term starts:** Wednesday 18 August 2021

**Term ends:** Friday 8 October 2021

**Autumn holiday:** Monday 11 October 2021 - Friday 22 October 2021

#### Winter term 2021

**Term starts:** Monday 25 October 2021

**In-Service days:** Thursday 11 November 2021 and Friday 12 November 2021

**Term ends:** Wednesday 22 December 2021

**Christmas holiday:** Thursday 23 December 2021 - Wednesday 5 January 2022

#### Spring term 2022

**Term starts:** Thursday 6 January 2022

**In-Service day:** Wednesday 16 February 2022

**Occasional holidays:** Thursday 17 February and Friday 18 February 2022

**Term ends:** Friday 1 April 2022

**Spring holiday:** Monday 4 April 2022 - Monday 18 April 2022

#### Summer term 2022

**Term starts:** Tuesday 19 April 2022

**May Day holiday:** Monday 2 May 2022

**Term ends:** Thursday 30 June 2022

#### Notes:

- Easter Sunday - 17 April 2022

Last Modified: 10 February 2020, 11:23 am