Dunning Primary School

PERTH & KINROSS COUNCIL

Education & Children's Services

School Handbook

Academic Session 2020-2021

Introduction

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

1 School Information
2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2019), further changes may have occurred since then.

Section 1

School information

1. Introduction
2. Delineated Area
3. **Contact Details**
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7. **The Curriculum**
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Welcome

Dear Parents,

I would like to extend a warm welcome to you.

As a school, we look forward to getting to know you and your child and to working in partnership with you. We welcome and encourage active parental support and involvement both within and outside the classroom. We believe that this enhances the educational experience of your child. Every stage within school is of equal importance to your child's development. Throughout these stages your child is valued, encouraged, and has equal opportunities to develop and learn to his or her potential in a supportive and caring environment.

Dunning Primary School is at the heart of village life. We enjoy support from the community and welcome opportunities to become involved with community life. We recognise community involvement enriches the learning experiences of the children, and just as importantly allows us give something back to the community in which we are part of.

Staff are always available to discuss any aspect of your child's development. We are usually able to see or to speak with parents most afternoons after 3pm. Please call in at the office to make an appointment or telephone if this is more convenient.

We look forward to you and your family joining us here at Dunning Primary School.

Yours sincerely,

Mrs Danielle McPhee
Head Teacher

1. Introduction

Dunning Primary is a non-denominational school, serving the community of Dunning and the surrounding area.

Prior to 2007 the school accommodation consisted of the Victorian schoolhouse, two portacabin 'huts' housing five rooms, and an external toilet block.
In 2007 – 2008 a major project to refurbish and upgrade the school was undertaken, resulting in the provision of first class accommodation with excellent facilities for the school and wider community.
Not only is this accommodation all under one roof, but also it offers greatly enhanced learning and teaching spaces. These are organised in two areas: three upper classrooms open off an activity area, and the two early years classrooms share a similar space.
Other accommodation includes a gym hall, music room, library, dining hall, office and staff space, as well as small group and meeting rooms.
External space includes tarmac areas around the building, a soft play area designed by the pupils adjacent to the early years' teaching space, raised beds and grass banks.

In 2010, as a result of Public Art project, all children in school were actively involved in creating the stone labyrinth which now enhances the front of the school.

In 2015, with financial assistance from The Big Lottery and our Parent Teacher Association (PTA) we installed an Outdoor Classroom in the playground.

2. Delineated Area

From Pairney Railway Bridge (on the Dunning to Auchterarder Road) follow railway line to Wester Balgour and then North to Dalreoch Bridge. Then east to Broomhill and, in a circular route, take in Bogtonlea, Wester Muckersie, Ardargie Hotel. From there in a due south direction to Stronachie, then through Slungie Hill to Third Hill. Take a due north-west direction back to Pairney railway bridge.

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

3. Contact Details

Head Teacher:	Mrs Danielle McPhee
Address:	Dunning Primary School Station Road, Dunning, PH2 0RH
Telephone:	01764 661350
Fax:	01764 684663
Email:	dunning@pkc.gov.uk
Parent/Carer Email:	dunningparents@pkc.gov.uk
Web site:	www.dunningprimary.org.uk
Twitter:	@DunningPS
Parent Council Chair:	Mr Duncan Thomson
Email:	contact@dunningparents.org.uk

Parents of prospective pupils are welcome to visit the school at a mutually convenient time, when the Head Teacher will be pleased to answer any questions and arrange a tour of the school.

It is important that a partnership exists between school and home and parents are most welcome to discuss their child's progress at any time during the session. The school has an "open door" policy and parents are always welcome to come with concerns they have about their children. However, because all teachers have a full-time commitment, parents are requested to contact the school to make an appointment for after 3pm.

The school will endeavour to keep this open-door policy working through both formal and informal communication such as 'Sharing Our Learning' (open afternoons), school assemblies and events, notes home, radio, phone calls and meetings.
The school also uses email, texting and Twitter to communicate with parents.

Education and Children Services and persons contracted to work on their behalf try very hard to provide quality services. However, there may be occasions where you are unhappy about the provision of service, or refusal of service, and regrettably sometimes things can even go wrong.

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 you have reason to make a complaint, please contact Mrs McPhee Head Teacher in the first instance who will try to resolve the matter.

Where this is not possible, or you remain dissatisfied, you have the right to make a formal complaint and have that complaint investigated.

Present Roll

The school has the capacity for 125 pupils and the roll in December 2019 is 114.

The school has 5 multi-composite classes.
This session, 2019-2020, they are P1/2, P2/3, P4/5, P5/6 and P6/7.

Staff 2019-2020

Head Teacher	Mrs Danielle McPhee
Principal Teacher	Mrs Francesca Drover
Primary 1/2 Teacher	Mrs Sara Campbell
Primary 2/3 Teacher	Mrs Dorothy Sharman
Primary 4/5 Teacher	Mrs Drover & Mrs Christine Simmons
Primary 5/6 Teacher	Mr Stewart Dallas
Primary 6/7 Teacher	Miss Catrina Davidson
Support for Learning Teacher	Mrs Adrienn Erdelyi (M)
Support for Learning Assistant	Mrs Alison Taylor (M-Th)
Support for Learning Assistant	Mrs Hilary Bullock (W-F)
Support for Learning Assistant	Mrs Jenna Taylor (M/T)
Primary School Support Worker	Mrs Elaine Adams
School Secretary	Mrs Jess McDonald
School Secretary	Mrs Lesley Grindall
Janitor	Mr Bert Martin
Cleaning Staff	Mrs Margaret Scott
	Ms Margo MacKinnon
	Ms Louise Latto
Cook	Ms Alison Lyttle
Kitchen Assistants	Mrs Margaret Scott
School Crossing Patrol	vacancy

In 2019 – 2020, the Support for Learning Teacher attends one day per week to provide advice and tuition for pupils who need extra support. The school works in close conjunction with Educational Psychology, Speech and Language and Occupational Therapy Departments, ensuring a team approach to meeting the needs of pupils.

4. School Ethos

At Dunning Primary School, we endorse Perth and Kinross Council's "Statement of Intent" which sets out the broad principles determining the ethos and nature of education to be delivered across the Council area.

Our aim is to develop
confident and responsible children who are
well prepared for lifelong learning and ready to take on challenges.

Our vision is of a caring and confident school community where children enjoy their learning and have a sense of purpose. There are equal opportunities for all, and individuals are valued, nurtured and supported. In the pursuit of excellence everyone is encouraged to develop their full potential and to aspire to achieve the highest standards.
Respect for others, and for self, is the core of our ethos.

We aim to achieve our vision by:

Providing
- rich, real and relevant learning experiences
- stimulating, challenging and flexible teaching that fosters enjoyment and success
- opportunities for personalisation and choice

Developing
- the highest levels of literacy, numeracy and cognitive skills
- personal qualities, skills and ambitions for life, and for work
- a positive attitude to life, fostering resilience and self reliance
- an understanding of the place of Dunning in Scotland, and of Scotland in the world, along with an appreciation of diverse cultures, beliefs and values

Encouraging
- a sense of personal and collective responsible citizenship, promoting fairness, tolerance and respect for the rights and property of others
- the acquisition of relevant knowledge and understanding with regard to physical, social and emotional health, in order to make informed choices regarding healthy and active lifestyles
- an awareness of environmental issues and sustainable development

Fostering
- the professional development of staff, enabling them to support the needs of pupils, and to act as positive role models
- positive working partnerships with parents, carers, the community, associated agencies and other education providers in order to support pupils' learning and development

We have a system of rewards and sanctions called **"It's Good to Be Green".** This is linked to our **Respect Code**, and there is a points system where pupils can gain points for adhering to the code or lose them if they break an aspect of the code.

Our School Rules

All pupils are expected to adhere to our "**Respect Code**", which was established in June 2008 after discussion between pupils, staff and parents. It is revised by our Pupil Council each year.

Our Respect Code

✔ **Do be gentle**
Don't hurt anyone

✔ **Do be kind and helpful**
Don't hurt other people's feelings

✔ **Do be polite**
Don't be rude

✔ **Do listen to people**
Don't interrupt

✔ **Do be honest**
Don't cover up the truth

✔ **Do play co-operatively**
Don't spoil other people's games

✔ **Do look after property**
Don't waste or damage things

Positive Relationships

We aim to have a happy school, which means expectations are high but fair, with our priority being to establish a positive learning atmosphere. As well as developing a caring attitude towards each other, the children are encouraged to foster a positive awareness of the needs of others. Children's welfare is paramount, and with this in view, it is essential that there should be a high level of co-operation between parents, pupils and teachers.

- A policy containing the guidelines and procedures for behaviour management is available in school for anyone who wishes to familiarise themselves with this.
- We use a **restorative approach** towards behaviour management and to promote self-discipline.
- The playground is supervised at both morning breaks and lunch times. There is also a playground book, in which staff note any concerns, so that there is communication between all staff.
- Upper school pupils are trained in the role of Playground Friends and they help to promote an ethos of caring and fair play.
- New entrants are allocated buddies who will help them on arrival to school and help them adapt to their new routine
- We employ a system of positive reinforcement to encourage the best from our pupils and this includes a Whole School House System.

Houses

On entering P1, all pupils are placed in one of our six school houses:
Keltie Duncrub Craigrossie Kincladie

There are regular opportunities throughout the session where the Houses work and play together. In session 2014-15 the houses designed and created stunning wall hangings which are displayed in the dining room.

Pupil Council

Every year a pupil from each composite class is democratically elected by their peers to act as their Pupil Council Rep. The Pupil Council works in partnership with the Head Teacher to ensure pupils are part of the school's decision making process.

The following charter was written with these aims in mind.

PUPIL COUNCIL CHARTER

At Dunning Primary School, the Pupil Council will endeavour …

- To help improve Learning & Teaching
- To help make the school a better place
- To help make the school more fun for the pupils and staff
- To make sure all the pupils in the school have their say about what happens in the school
- To discuss school issues with the Head Teacher
- To be kept informed about what is happening in the school
- To listen to the electorate and discuss their suggestions at the next meeting
- To act in the best interests of everyone in the school

5. Parental Involvement

We know from National research that children do better at school and achieve more in life when parents and schools work together.
Only 15% of a child's life is spent at school, and so it is very clear that parents have the most influential role in a child's education.
In working together, we will aim to ensure that every child does the best they can at school and beyond.
The Scottish Schools (Parental Involvement Act) 2006 aims to support and encourage more families to become involved in the education of their children and the curriculum.

There are three main levels of engagement with parents described in the Act:

- Learning at Home
- Home/School Partnership
- Parental Representation

Perth & Kinross Council has developed a Parental Involvement Strategy and accompanying Information Leaflets to support and improve parental involvement in Perth and Kinross. P&K have also worked closely with Head teachers and parent representatives to establish Parent Councils in our schools. http://www.pkc.gov.uk/parentalinvolvement

The establishment of a good relationship between home and school is of vital importance to the staff at Dunning and we will seek to work in close partnership with you to ensure a smooth progression for your child throughout his/her time at Dunning Primary School.

Parent Council

Dunning Primary School has an established and very supportive and effective Parent Council.

The role of our Parent Council is to:

- *Support the school in its work with parents.*
- *Represent the views of all parents.*
- *Encourage links between the school, parents, pupils, pre-school groups and the wider community.*
- *Report back to the Parent Forum.*

The PC also plan and hold a variety of fundraising and social events throughout the session.

For more information on our Parent Council, please go to the School Website.

6. Transitions

Nursery Education

The designated nursery provision for this school is:
Dunning Stepping Stones or The Community School of Auchterarder (Nursery).

Parents of prospective pupils are welcome to visit the school at a mutually convenient time, when the Head Teacher will be pleased to answer any questions and arrange a tour of the school.

A transition programme runs from January to June in the lead up to nursery children coming to our school as our new P1s.
The Class Teacher visits nurseries and arrangements are made for the nursery children to visit the school informally with nursery staff, to familiarise them with surroundings.
New P1 Parents have the opportunity to attend a meeting in June when the curriculum and other matters of interest are discussed.
New P1 children are invited to attend school for a half day in June, prior to August entry.
The first day of the new session will be Wednesday 21st August 2019.

Secondary Education

The designated secondary provision for this school is:

The Community School of Auchterarder (**TCSoA**)
New School Lane
AUCHTERARDER PH3 1BL
Tel 01764 662182 • Fax 01764 663762
Email auchterarder@pkc.gov.uk Website www.tcsoa.com
Head Teacher: Mr Stuart Clyde

Parents of children transferring to High School will be invited to attend a meeting in June and children will spend several induction days at TCSoA as an introduction to secondary school.

Pupils from local schools transferring to TCSoA have many opportunities to meet with their peers at various area events such as rugby festivals, music festivals and they all have the opportunity to participate in a residential trip to Nethybridge Outdoor Centre and our Annual Ski Trip.

There are well established Enhanced Transition arrangements in place for pupils with Additional Support Needs.

There are also good links with Strathallan School and Morrison's Academy, Crieff.

School & Community Links

Dunning Primary strives to maintain and extend its wonderful relationships with the local and wider community.

A wide variety of activities and opportunities occur over the sessions which include:
Volunteers working in school
Parent volunteers running extra-curricular clubs e.g. Chess Club, Football
Regular shows and productions
Fund-raising and social events e.g. Hallowe'en Disco, Christmas Fair and Summer fair
Take your child to work days
Secondary Pupils' Work Experience placements
Community Police presentations
Carol singing
And lots more!

7. The Curriculum

The Curriculum for Excellence

Our ultimate aim in Dunning School is to provide pupils with a stimulating and interesting curriculum which is appropriate to each pupil's needs and abilities.

At Dunning School we plan using **A Curriculum of Excellence** to offer pupils learning opportunities within Literacy, Numeracy, Health and Wellbeing, Social Studies, Technologies, Sciences, Religious and Moral Education, Expressive Arts and Modern Languages.

As we prepare our children for the future in our fast changing world, and equip them for jobs which may not yet exist, Curriculum for Excellence has been implemented, in schools across Scotland, for all learners aged 3-18.

In Perth & Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools.

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

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as **successful learners, confident individuals, effective contributors and responsible citizens.**

Cross-curricular working is very much at the heart, and this means that aspects of language, mathematics, social sciences and the aesthetic subjects are integrated to provide a meaningful education at all stages of the school. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of the child, all work thus being tailored to meet the needs of the individual child. In all classes, children experience learning situations which are organised, according to their nature, as class activities, mixed-ability group activities, similar ability group activities and individual activities. Classroom organisation is continually evaluated for suitability and appropriate modifications and changes are made. Evaluation of the learning outcomes by teachers is the key in planning effective next steps for the children.

The following outlines are basic guidelines and parents are invited to visit the school to study and discuss information regarding the current curriculum.

Curriculum Information Evenings are held at least once each year, in conjunction with the Parent Council, to engage parents in aspects of their children's learning and help develop an understanding of how the guidelines and policies are translated into key learning activities for the pupils. We also hold open afternoons **'Sharing Our Learning'** three or four times a year, to coincide with the end of a planned block of learning, and these offer parents and carers an opportunity to see the children's work and hear at firsthand about their learning.

Health and Wellbeing

Mental, emotional, social and physical wellbeing are essential for successful learning.
We aim to positively develop everyone's mental, social, emotional and physical well being by fostering a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect.

Dunning Primary School is committed to promoting the physical, social, spiritual, mental and emotional health and well-being of all pupils. We work hard to promote active and healthy lifestyles, and regular health and well-being lessons teach the importance of:

- Good nutrition
- Physical activity
- Making informed health decisions about their lives
- Understanding and expressing their feelings
- Building confidence and developing emotional resilience

The school was awarded Health Promoting Schools status in June 2010 and was the first primary school in Perth & Kinross to be awarded a GOLD Sports Scotland Sports Award in 2015 for 2015-2017. We were delighted to receive our second Gold Award in 2017 for 2017-2020.

Physical Education

Children receive a minimum of two hours of Physical Education each week. In addition, each session children in Primary 5 are given a course of ten lessons in swimming.
We also participate in inter-school sporting competitions and upper school pupils benefit from opportunities to participate in schools' orienteering, cross country and multi-sports events.

If parents or carers wish a child to be excused from participating in a PE lesson we ask them to make this request in a note to the class teacher.

We are also a Daily Mile School. http://thedailymile.co.uk/

Literacy (reading, writing, listening and talking)

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas.
We aim to foster positive attitudes to literacy and learning by providing purposeful challenges and experiences.

We do this through providing a wide range of language experiences and using a range of resources to establish successful learning, including core material such as Oxford Reading Tree, Jolly Phonics and Jolly Grammar and Nelson Spelling and Nelson Grammar.

Children in P3 – 7 participate in the **Accelerated Reader** scheme which provides continued opportunities for personalisation in the choice of reading material. Combined with the structure of inbuilt assessment which ensures progress and links to the award of certificates, Accelerated Reader clearly impacts on almost all children's motivation and enthusiasm for reading.

In the early years reading is taught through a carefully structured phonic programme, a commercially published reading scheme and the children's own stories. Pupils progress through a range of fiction and non-fiction materials as they develop their fluency, comprehension and reference skills.

Writing develops alongside reading and includes, for example, imaginative, personal and functional writing. Where possible the emphasis is on an integrated programme of language work drawing on "real life" experiences.

Numeracy

Pupils should find work in mathematics stimulating, challenging and interesting. Our aims are to develop computational skills with speed and accuracy whilst also developing knowledge, facts and techniques in aspects of mathematics.

Dunning School uses a variety of resources to establish successful learning including core materials such as Heinemann Active Maths.

Central to our Maths programme is a focus on developing pupils' skills with mental calculation, and learning through problem solving, practical activities and maths games.

Maths lessons have a common structure, starting with mental maths, followed by whole class teaching of key learning, differentiated group activities, and finishing with a brief plenary session. The programme places an emphasis on both mental and practical activities, however formal methods for setting out calculations are taught, and the importance of accurate recording is stressed.

Modern Languages

In Dunning School all P1-7 pupils have the opportunity to learn French.
Lessons are taught using games, songs and practical tasks to encourage listening, speaking, reading and writing in French. We also strive to embed French in everyday school life.

Social Subjects & Sciences

Our aim is to promote the children's knowledge of their own environment and their understanding of how it works, and to compare this environment with those of other places and times.
Projects are undertaken within the school year based on the themes of People, Past Events and Societies; People, Place and Environment and People, Society, Economy and Business. Social Studies are taught through a varied style of learning involving practical activities, visits and learning from experts, book and research type tasks as well as listening and discussion.

There is a programme from Primary 1 to Primary 7 which is planned to ensure a balance over each session between Science, Social Subjects and Technology. As we implement Curriculum for Excellence, we are developing revised "contexts for learning" in which the teaching is focussed on the children's prior learning, and on relevance, challenge and enjoyment.

The local environment is used whenever possible as it is an excellent source of opportunities from which the children can develop basic skills and concepts.
Fieldwork visits and speakers, locally and from further a field, are encouraged at all stages.

Currently the school is being proactive to encourage the inclusion of enterprise within contexts for learning. These contexts may be linked to developing an understanding of environmental issues and promoting responsible citizenship.

Expressive Arts

These subjects, Art and Craft, Music and Drama, are integrated with the other areas of the curriculum at times but also stand as individual subjects. Expressive Arts skills are also promoted when the school participates in concerts, workshops with other schools.

Music

Music lessons are held regularly by class teachers and the children are given the opportunity to develop a wide range of creative skills.

Mr Gordon Baillie, a P&K specialist Guitar tutor, visits on a weekly basis to provide free tuition for a number of P5-7 pupils.

Mrs Fran Barker, a P&K Woodwind specialist, visits on a weekly basis to provide free tuition for a number of P6-7 pupils.

Mrs Jo Broad, an independent Violin tutor, visits on a weekly basis to provide tuition for P4-7 pupils. This is a fee-paying arrangement.

Art and Design

Art & Design lessons are held regularly by class teachers and the children are given the opportunity to develop a wide range of creative skills.

Drama

Drama lessons are held regularly by the class teacher and the children are given the opportunity to develop a wide range of creative skills.

The Expressive Arts are on 'full show' at our very popular annual Christmas Productions where P1-3 pupils perform a Nativity and P4-7 pupils perform a pantomime or play.

Technologies (including ICT)

Our 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.
Also, as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

The school computer system is networked and children have access to the Internet and have their own e-mail addresses. Children receive copies of the guidance for online safety and parents are asked to discuss this with them and then return a signed agreement to school.

Extra-Curricular Activities

One of our great strengths in Dunning Primary School is the variety and frequency of Extra Curricular Activities offered to our pupils.

Various members of Staff, Parents, Pupils and Volunteers run a wide range of after-school activities in blocks throughout the session: For example…

Orchestra	DramArts	Choir	Cross-Country	Soft Tennis
EcoArts	Football	Netball	SkiFit	Badminton
Dance	Yoga	Athletics	Playground Games	Bowling

Extra Spiritual, Moral, Social & Cultural Values

Development of Pupils' Values

In our school we are committed, both through the ethos and the curriculum, to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle that all who are involved in the life of the school have the right to be respected as individuals and all carry the responsibility to act in a considerate and respectful manner towards others.

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

Religious & Moral Education

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

Parental Rights
Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right should submit a request is in writing to the Head Teacher. In such cases, appropriate alternative activities will be provided.

Religious Observance
The school holds regular assemblies, with support from the local ministers and other speakers from community organisations, charities etc., which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this, pupils can increase their understanding of religious practices and the experience which underlies them. A parent is free to ask for his or her child to be withdrawn from some or all of the religious observation arrangements *(see "parental rights" above)*.

Homework

Homework is an important and valuable activity for both pupils and parents.

At Dunning School we follow the advice from the Scottish Office in setting homework tasks appropriate to the age, stage and ability of our pupils.

Homework is an important feature of promoting good study habits at home, can take the form of any curricular area and should reinforce the learning in the classroom.

Children are often asked to prepare reading at home, and as fluency and reading stamina develop they are encouraged to read library books of their own choice, borrowed from the school/library lending system.

The Class Teacher will issue guidance for Homework at the beginning of each new session.

The co-operation and support of parents is sought to aid their child in the completion of homework. Please see the class teacher for further information.

8. Assessment & Reporting

Assessment

Teachers constantly assess children's work in order to ascertain the progress made, to identify difficulties, to discover capabilities and thus develop a programme, appropriate to their needs. These assessments also enable the teacher to evaluate the effectiveness of their own teaching.

Formative assessment is one aspect at the heart of effective learning and teaching. This includes:

- Sharing learning outcomes with pupils
- Discussing with pupils what is expected of them
- Giving good feedback on progress
- Involving pupils in the next steps in the learning process
- Developing a culture of continuous dialogue about progress and advice for pupils rather than the distribution of grades.

Continuous assessment is made by the teacher's day-to-day observation and progress checks are given to ascertain how well certain facts of a particular process have been learned or taught. This assists in planning appropriate next steps for pupils to ensure a spiral of progression in the children's development of skills.

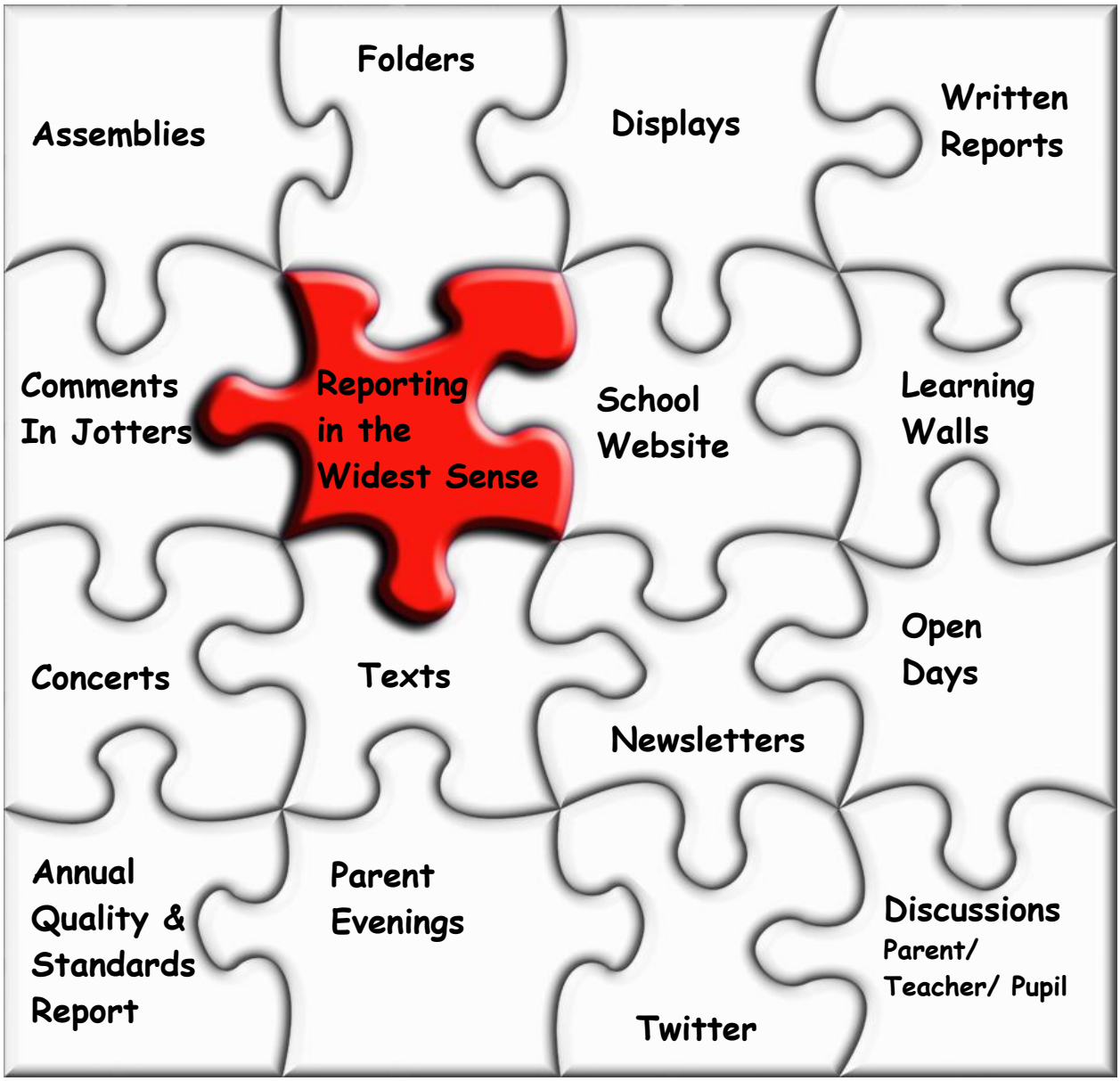
Assessment records are maintained and a folio of individual pupil's work is kept as evidence of progress. This can be accessed by parents on request or at contact evenings. All new pupils are asked to provide a box file to store completed worksheets, jotters etc. which are not required for the folio and this is sent home periodically to be emptied and returned to school.

We also use Durham University's "Assessment for Excellence" online assessments which give **diagnostic** and **standardised** information regarding pupil progress and attainment in numeracy & mental maths, reading & spelling and attitudes to learning/school. The information is used to provide further rigorous and robust assessment data and is considered in conjunction with the full range of assessment techniques used by teachers to monitor pupil progress.

In August 2017, all schools in Scotland began to use **Scottish National Standardised Assessments in P1, P4, P7 and S3.**

For more information, visit the school website.

Reporting



Parents are welcome to make appointments to discuss their child's progress at any time of the school year.

Teachers complete **Interim Reports** three times throughout the session which form the basis for 1-1 **Learning Conversations** with pupils to identify and agree their individual next steps in their learning. The Interim Reports record information about pupils' Effort and Progress in Literacy, Numeracy and Health & Wellbeing. They also include an indication of whether pupils are on track to attaining expected National Levels.

Parents are invited to attend **contact evenings** which are held each term, usually in November, March and June, to discuss their child's progress with the class teacher.

The school holds **'Sharing Our Learning'** open afternoons which provide other opportunities for children to show their parents aspects of their learning and discuss their school work. This gives the children ownership of the learning environment and gives parents a greater insight into the workings of the classroom. Examples of work can be viewed and there is an opportunity to meet the teachers informally.

In Dunning School, we believe that fostering good communication between home and school is vital. We encourage families to share with the school any information which will help us ensure children are happy and cared for in school.

Likewise, it is important that families are aware of any issues which arise in school concerning their child.
The school will endeavour to keep this open-door policy working through both formal and informal communication such as our '**Learning Links'**, Twitter, notes home, phone calls and meetings.

It is important that a partnership exists between school and home and parents are most welcome to discuss their child's progress at any time during the session. The school has an "open door" policy and parents are always welcome to come with concerns they have about their children. However, because all teachers have a full-time commitment, parents are requested to contact the school to make an appointment after 3pm.

Finally, as mentioned above, a comprehensive report on each pupil's progress is sent home in June, giving information on all the areas of the curriculum.

A record of the child's progress is kept by the Primary School and passed to any other school, which the child subsequently attends. These records are treated in strict confidence, being kept in a locked cabinet under the personal supervision of the Head Teacher.

9. Support for Pupils

Our Principal Teacher **Mrs Drover is our Pupil Support Co-ordinator.**

In line with Perth & Kinross regional policy, Dunning Primary School operates a system of **Early Intervention** where we endeavour to identify any pupils' learning needs as early as possible in order to provide appropriate support.

If you notice your child having any difficulties in his/her learning, please feel free to share your concerns with us so we can monitor and support as necessary.

Where children do show specific learning needs, we will address this with a combination of specific learning targets and may include receiving additional support from a range of adults.

Mrs Adrienn Erdelyi, our Support for Learning teacher, visits on Mondays and may work with a child /group of children to help address their needs.
Mrs Alison Taylor, Mrs Jenna Taylor and Mrs Hilary Bullock, our Support for Learning Assistants and Mrs Wendy Wallace, Primary School Support Worker, work with a number of individuals and/or groups of pupils.
An Educational Psychologist visits the school to provide assistance as required.

At times, some pupils may have an IEP (Individual Education Programme) or CSP (Coordinated Support Plan) which identify specific learning targets within a period of time. These programmes are designed with input from families who are invited to attend planning meetings for this purpose regularly.

In addition to the information shown above, the school handbook must include information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –

(a) the authority's policy in relation to provision for additional support needs,
(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
c) the other opportunities available under this Act for the identification of children and young persons who -
a) have additional support needs,

b) require, or would require, a co-ordinated support plan,
c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
d) the mediation services provided
e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

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

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide 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: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."

10. School Improvement

Dunning Primary School was inspected by **Education Scotland in March 2015**. The very positive report is available on our **school website**.

The main achievements of the school over the last 12 months are also outlined in our **Standards and Quality Report** which is produced each year and issued to all of our Parents. The report is available on our **school website**.

Our plans for improvements of the school's performance are detailed in our **School Improvement Plan** which is produced each year. This document is shared in detail with our Parent Council and is available from the **school office** in paper format.

11. School Policies and Practical Information

Copies of our School Policies are available from the school office and on our website.

Organisation of the School Day

School opens	9.00
Playtime	11.00 – 11.15
Lunch time	12.15 - 1.00
School ends	3.00

As there is no playground supervision prior to 9.00am, and only a small amount of shelter within the playground, we request that pupils **do not arrive at school before 8.50am**. In bad weather pupils will be allowed into the classrooms from 8.50am, and at intervals.

There is a morning interval which takes place between 11.00am and 11.15am; although on some occasions a class may have their interval at a different time, in order to fit in with specific events.

Any children going home for lunch should leave and re-enter the school building by the main entrance, completing the "Signing Out" book when they leave and return.

In the summer term, P7 pupils are able to 'Go Up The Street' at lunchtime on Fridays. Guidelines and permission forms are issued prior to the Spring Break.

We hold our Achievement Assemblies every Thursday morning and Social Lunch for year groups on Fridays. See our School Calendar on the School Website for more details.

Uniform/Clothing

The school uniform consists of Navy blue skirt or trousers, Yellow polo shirt and Navy blue sweatshirt, jumper or cardigan. Gym Kit: navy shorts, yellow t-shirt, yellow hoodie and black gym shoes.
Clothing can be obtained from a number of local shops. Uniform items with our embroidered 'dragon' logo are available to order from the school.

School clothing grants

School clothing grants are payments given to assist with the cost of purchasing essential school clothing for school pupils up to the age of 16. Information regarding eligibility can found in the Local Authority Section of the Handbook or on the Perth & Kinross Council website: https://www.pkc.gov.uk/freeschoolmeals

School Meals

Pupils in Primary schools are offered a two course lunch with a choice of main course, including vegetarian option, supplemented by salads and bread, and which meets the nutritional requirements for food and drink in schools (Scotland) regulations act 2008. A choice of milk, water or fruit juice is also included. Meals are, in the main, prepared from fresh ingredients by well trained personnel in a food safe environment.

School meals are prepared and served by our operational partners Tayside Contracts. Special dietary requirements such as a medically prescribed diet or nut or peanut allergy can also be catered for.

How much does a school meal cost?
There is a fixed, subsidised charge for a meal in a Primary school which is currently £2.15.

Free school meals

All P1-3 pupils are entitled to a Free School Meal.

Information regarding eligibility for free school meals for **P4-7 pupils** can found in the Local Authority Section of the Handbook or on the Perth & Kinross Council website: http://www.pkc.gov.uk/freeschoolmeals

Packed lunches for trips

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

Home Lunches

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

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

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

Health Care

P1 screening is carried out by our School Nurse.

If your child suffers from any specific medical condition e.g. an allergy to Elastoplast, is asthmatic or diabetic, the school should be informed in order that appropriate action may be taken if necessary.
It would also be helpful if you could let us know when your child is taking a course of medication. Parents can be assured that all such information will be treated in strict confidence.

If a child requires medication at school times, **a medicine administration form must be completed.** Please ask Mrs McDonald.
No medicines may be administered without a completed form.

Key Principles (Administration of Medication in Schools Guidance 2015)

There is no legal or contractual duty on school staff to administer medicine or supervise a pupil taking it. This is a voluntary role. Perth and Kinross Councils Employer Liability Insurance provides full cover for all school staff who **volunteer** to administer medication within the scope of their employment.

The guiding principle adopted by prescribers of medicine and parents will be that **medicines should be taken out-with school hours.** There are two exceptions to this rule:

- Where it is important for diagnostic purposes that medication is given at a specific time and the consequences observed and noted
- Where a short course of prescribed medicine is required to be completed and the prescription states a time for the medication to be administered.

Young people should take responsibility for their own medication where possible.

If a parent/carer considers their child responsible enough to carry and administer their own medication they should be encouraged to do so from an early age.

Parents/carer are responsible for supplying information about medicines to the school and should complete either:
Parental Request for Medication to be Administered form or Parental Request for Medication to be Self-Administered
Schools should keep a record of medication given to pupils.

Pupils sometimes ask for general painkillers at school. Staff should generally not administer non-prescribed medication to pupils. If a pupil requires some form of painkiller staff must contact the parent/carer and seek consent for the child to self-administer the medication held by the school, supervised by a member of staff.
If a pupil is known to suffer from acute pain, the parents should complete a self-administered parental consent form and supply the appropriate medication in original packaging, clearly marked with the child's name and instructions on when their child should take the medication. Staff should supervise the pupil, record details of the medication taken, and inform the parents in writing on the day the medication is taken.

It is essential for the school to have an up-to date emergency contact for all children in case of accident or illness. Occasionally the school may have to close unexpectedly and in this instance parents or contacts will be notified by text.
Emergency contacts / information gathering forms should be completed at the commencement of each school year or enrolment of child.
Please notify the school of any changes promptly.

Dunning Primary School strives to be a **Health Promoting School**,
and aims for pupils to enjoy and study social, emotional and physical health.

Some examples of 'Healthy Opportunities' in Dunning School:
A well balanced school lunch menu is offered with several healthy choices.
A 'House System' operates in conjunction with our Positive Behaviour Scheme with 'Houses' named after local connections.

Pupils will be learning about Health issues appropriate to their needs and age, including Nutrition, Safety, Sexuality and Drugs education.
The school has a variety of resources to help us deliver the curriculum and various Health Specialists visit to complement classroom activities.

Our Health Coordinator is Miss Davidson.

Please see the school's Health Education Policy for more information.

Children have the opportunity to develop their own Personal and Social skills through a school programme that develops the following:- interpersonal relationships, self awareness, independence and interdependence and self esteem. We also develop pupil's personal and social development through many whole school activities such as Committees and Assemblies.

Composite Classes

What is a Composite Class?

Primary schools have pupils at seven year stages, Primary 1 to Primary 7. A 'year' or 'stage' is defined as a group of children entering Primary education at a common date.

A composite class is one where children of two or more year stages are grouped together to form a class. Perth & Kinross Council has a range of schools where composite classes are a regular feature.

How does a school decide how many classes to have?

Each year, primary schools are allocated a number of class teachers based on the total number of pupils on the roll of the school.

When it comes to setting up class groups, there are maximum numbers of children which can be in any class. These are as follows:

- *P1: 25 children*
- *P2 and P3: 30 children*
- *P4 - P7: 33 children*
- ***any composite class: 25 children***

There is also a maximum number of children which can be accommodated in each classroom. This is determined by the floor area of the room.

Taking account of all of these factors, the Head Teacher groups children into registration classes to make best use of available teachers and classrooms.

How does the headteacher decide on class groups?

If a school has more than one P1 class, the headteacher takes account of several factors in allocating classes including:

- *each child's date of birth;*
- *transition reports provided by a nursery or pre-school provision;*
- *gender;*
- *family circumstances;*
- *creating learning groups.*

Across the school, class structures may be changed from one session to another due to a number of factors including:

- *the whole school roll for the new session and the number of teachers allocated to the school;*
- *children joining or leaving the school at each stage;*
- *classroom capacities;*
- *the known needs of individual learners;*
- *creating learning groups.*

How does the Head Teacher make up a composite class - one with children from more than one year group?

When a composite class is required, the Head Teacher will be **guided in the first instance by each child's date of birth**, so that children are in a class group with those close to them in age. At times, where **unusual circumstances** exist, Head Teachers will also take other relevant, individual factors into account when allocating children to classes.

These might include:

- *family circumstances;*

- *significant gender imbalance;*
- *overview of additional support needs;*
- *creating learning groups.*

How do teachers meet the needs of all learners when children are at different ages and stages?

The job of each class teacher is to provide learning experiences and activities which make the best use of all available resources in meeting the needs of all learners.

The age range in a class can be six months (for example, in a composite class in a large school), or seven years (for example, in our smallest schools). Across Perth and Kinross, class teachers engage in careful planning, assessment, tracking and recording of learning to ensure that every child can make good progress in their learning.

It is important to note that the nature of learning in 21st century Scotland means that the provision of high-quality learning experiences is not dependent on registration class structures. In the context of Curriculum for Excellence, schools organise their learners in a range of groupings for various purposes, to engage children and to challenge them. This approach gives children opportunities to form positive relationships with children from across all the stages of the school from nursery to P7.

Arrangements for Emergency Closures

The following information has been provided by Perth & Kinross Council about the arrangements in hand for informing parents/pupils of the emergency closure of school e.g. due to severe weather conditions:-

Perth & Kinross Website www.pkc.gov.uk
Follow Perth & Kinross Council on Twitter (@PerthandKinross)
Find Perth & Kinross Council on Facebook

Radio Tay (used in all instances)

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

Radio Forth (only used for widespread weather conditions)
Frequency AM 1548 FM 97.3

Radio Heartland FM (only used for widespread weather conditions)
Frequency FM 97.5

Radio Central (only used for widespread weather conditions)
Frequency FM 103.1

Perth FM (only used for widespread weather conditions)
Frequency FM 106.6

Radio Kingdom (only used for widespread weather conditions)
Frequency FM 95.2, 96.1, 96.6, 105.4, 106.3

Perth and Kinross Council Customer Service Centre
(Available from 08:00 hours to 18:00 hours however this line may operate from 07:00 hours in exceptional circumstances)
Parents/Carers should dial 0845 3011100. Calls are charged at the local rate.

12. Name of Child Protection Officer

In view of the on-going public concern on the subject of child abuse, and the recent changes in the law, schools are now required to report if we think any child has come to harm as a consequence of possible abuse.

The school's designated Child Protection Officer is Mrs Francesca Drover.

Are you worried about a child or young person?

It is everyone's responsibility to protect children.

This information is for anyone worried that a child or young person may be at risk of abuse or neglect.

If you are worried about a child or young person you can get help by contacting one of the following numbers:

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

GIRFEC

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

Safe Healthy Achieving Nurtured Active Respected Responsible Included

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

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

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

Please contact Mrs Drover if you have any queries or concerns.