

Fossoway Primary School



School Handbook Academic Session 2025/26



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



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1. Introduction

Dear Parent/Carer,

Welcome to Fossoway Primary School. This handbook has been produced to welcome you to our school and to provide you with some information about us.

We are situated in the lovely rural village of Crook of Devon. We have 5 primary classes and a Nursery. We are fortunate to have a large open plan Early Years Department where Nursery, P1, P2 and P3 all work, play and learn together. We also have extensive grounds in which to learn and play. Local woodlands close to the school also provide great opportunities for outdoor learning.

Partnerships with parents and the local community are highly valued and we encourage the involvement of all in a variety of ways. We have a very supportive PTA which organises fund raising events. Our Parent Council is involved in supporting the school's improvement priorities.

We pride ourselves on our ability to create a happy and safe environment for our pupils and strive to ensure each individual child's needs are met. We are committed to working with you to make sure that, by the time pupils leave us, they have achieved the highest standards of which they are capable. We are also committed to making learning fun and encouraging all our learners to develop a life-long love of learning.

If you would like to know more or would like to visit our school, please do not hesitate to get in touch or indeed drop in, we would love to meet you.

Paula Woods
Headteacher

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 2024), further changes may have occurred since then.

2. Delineated Area

Each school has a defined zone known as a catchment area and offers places in that school to pupils who are resident within that area. Fossoway Primary School catchment covers the parish of Fossoway. This covers the villages of Blairingone, Carnbo, Crook of Devon, Powmill and Rumbling Bridge.

You can check that you reside within the Fossoway Primary School catchment area at

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

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible.

If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis:

Priority 1:

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

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

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

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

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

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

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

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

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

Priority 2:

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

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

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith ie (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.

- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 3:

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

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

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

Priority 4:

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

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

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

Priority 5:

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

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

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

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

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

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

The Authority may also determine that in exceptional circumstances particular pupils may require to be placed in a specific school in order to meet exceptional needs, such as physical disability, as determined by the Authority. These placements will take priority over any of the 5 priorities above.

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

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

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

3. Contact Details

Name:	Fossoway Primary School
Headteacher:	Mrs Paula Woods
Principal Teacher:	Mr Tim Haines
Address:	Drum, Kinross, KY13 0UL
Telephone Number:	01577 867340
E-mail:	fossoway@pkc.gov.uk
Website:	https://fossowayps.greenhousecms.co.uk/
Present Roll:	110 pupils P1-P7 and 24 in nursery

Teaching Staff

P1/2	Mr Paul Nicolson
P2/3	Mrs Fiona Bryson
P4	Mrs Janie Clemie and Mrs Jean Sweeney
P5/6	Mr Tim Haines and Miss Steph McGregor
P6/7	Mr David Devlin
Support for Learning	Mrs Mags Gibson

Visiting Teachers / Specialists

Music	Mr Andrew Mann (Woodwind) Mr David Miller (Drumming) Mr Finlay Frame (Chanter)
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Office Staff

Clerical/Auxiliary	Mrs Kirsten Wilson Mrs Molly Bald
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Non-Teaching Staff (who work in the classrooms)

Early Childhood Practitioners (ECP)	Mrs Kirsty Henry Mrs Ingrid Matthews Mrs Lynsey Robertson Mrs Diane Walker
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When parents seek to contact the school, we ask that they email fossoway@pkc.gov.uk or phone the school office. The School App does not permit two-way communication, and Learning Journals is not monitored regularly by staff.

Parental Concerns

Parental communication is encouraged and valued. The school is your first point of contact should you require advice or information, or to raise any concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. We would prefer to work with you to address any concerns you have and resolve matters at an early stage, wherever possible. Staff at Fossoway Primary School are open to meeting with parents to discuss any matters related to your child/children's learning and enjoyment at our school. Very often that early conversation can resolve any concerns and reassure you that we have your child's best interests at the forefront.

If 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 relevant Quality Improvement Officer at Perth & Kinross Education and Learning, Pullar House, Perth. The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website at <http://www.pkc.gov.uk/complaints> and in section 11 below.

Visiting Fossoway Primary School

If you are considering Fossoway Primary School for your child's education, we would be delighted to give you a tour of the school and answer any questions you may have. Please contact the school office to make an appointment.

School Registration

Parents are asked to register new intake P1 pupils in January of the year they are due to start school. Parents moving into the area who wish to enrol their children at the school should contact the school office. Parents living out with our catchment area can make a placing request to have their child granted a place in Fossoway Primary School - see above and information at following link:

<http://www.pkc.gov.uk/article/17301/Placing-request>

School Commencement

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 19 August 2025). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Tuesday 19 August 2025** and you should register your child for primary school during the January 2025 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

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

Nursery pupils are usually invited to register in February each year:

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

Early Registration

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

Expansion of Early Learning and Childcare (ELC)

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

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

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

Attendance

The law requires that parents ensure their children attend school regularly. As part of the Perth & Kinross Raising Achievement Strategy all schools are expected to closely monitor the attendance of all children and young people. Persistent poor attendance and time keeping is disruptive to the learning of the individual and the class. It may also be an early warning of other difficulties for the child's family. If a child's attendance rate falls below a predetermined figure Headteachers have a duty to invoke procedures to follow up absenteeism. This will start with a formal letter advising Parents/Carers of absence rate and offering any support. However, continued absence may ultimately be escalated by means of referral to the Perth & Kinross Attendance Sub Committee.

<http://www.pkc.gov.uk/article/17427/Attendance>
www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour

It is important that, wherever possible, children should arrive on time, especially in the mornings when all the attendance and administration details are carried out. If a child is absent, parents should telephone or email the school on the first morning of the absence to explain the reason for non-attendance and the duration of absence. Where no explanation is received by 9.30 am, school staff will telephone parents/carers to try to ensure that the parent knows the child is off school.

Explanations for absences can also be given by speaking to a member of staff or writing a letter explaining the reason for the absence. When no explanation at all is received then the absence is recorded as unauthorised. Where the school has serious concerns about attendance, management procedures will commence (see above).

Holidays taken in term time are also classed as unauthorised and plans to take such time off school should be made in writing to the Headteacher.

Family Holidays

Family holidays will be marked in school as an unauthorised absence. This will be done even if you have told the school you intend to take your child on holiday. No school work will be given, although some schools may consider giving you information about what will be covered during the absence.

Extended visits overseas to relatives or extended absence in relation to children of travelling people would be marked as an authorised absence.

Extended is defined as a period of more than **four** weeks. If you wish to discuss the matter further in relation to your child, please contact the school.

Website link: www.pkc.gov.uk/article/19274/Family-Holidays

What If My Child Becomes Ill?

If your child becomes ill in school, staff will always try to contact parents first and then the Emergency Contact. If your child has been unwell, please keep him or her at home until they are fit and well enough to cope with school again. If you are unsure as to whether your child is fit to return to school, please contact the school office or your doctor for further advice. A 48-hour rule is in place for incidences of vomiting and diarrhoea, which means children must remain absent from school until 48 hours have passed from the last incidence of being sick or having diarrhoea.

Taking Medicines in School

If your child requires prescribed medicine you should ask your doctor to prescribe a dosage which can be taken before or after school time. If your child requires to have medicine administered because they have an on-going condition such as asthma, epilepsy, diabetes or nut allergy this must be arranged formally with the school and the appropriate forms and procedures signed and agreed beforehand.

Pupils are not allowed to bring medicines of any kind to school. This is part of our safe use of drugs policy and these guidelines are strictly adhered to. If medication is to be administered during the school day, this must be brought to school by an adult, in its original packaging with the patient information leaflet and within its expiration date. The correct paperwork should be completed (either an administration of medication by staff form, or a self-administration form) and checked by a member of staff prior to the medication being left at school.

If your child is asthmatic and requires using an inhaler, please arrange for a spare reliever (blue one) to be kept in school for emergency purposes.

4. School Ethos

Our school ethos is very important to us. We are continually commended for the friendly and welcoming atmosphere here at Fossoway and we do all that we can to maintain that positive feeling when you walk through our door. When you enrol your child at our school and Nursery, both you and they become part of the Fossoway Family.

Our Vision: "Inspiring Learners Building Futures".

We strive to achieve our vision through these **aims:**

- To include everyone in everything we do.

- To provide a happy, safe, secure and stimulating environment in which to play, learn and work.
- To deliver a relevant, progressive, supportive and challenging curriculum to ensure we can all be the best we can be.
- To share what we have, know and think in a nurturing and enjoyable way.
- To believe in ourselves and each other, developing the confidence, skills and motivation to fulfil our own potential each day for the rest of our lives.
- To recognise and celebrate success at all levels.

Our Shared Core Values

These Values were created in consultation with all stakeholder groups. They are not in any specific order as they are all equally important.

- Ambition
- Respect
- Resilience
- Friendship

We use these values when we work with our pupils and we link them to our weekly awards, where we celebrate achievement across the school. We feel they underpin any decision we make.

We are all committed to ensuring these aims, values and/or vision are deeply embedded into all that we do.

Rights Respecting Schools

The school has undertaken the assessment process and been awarded the Silver status Rights Respecting Schools Award. Children have a clear knowledge of their rights and the importance of these in their daily life. Staff use these rights to support discussions with pupils and develop their learning about the world around them. Each class has a Class Charter and this supports children in making positive choices regarding their learning and interactions.

Achievement

In Fossoway Primary School, we celebrate achievements both within school and from information sent from home. It is important that we recognise and commend effort in every aspect of a child's life and celebrate achievements whenever and wherever they occur. Each term we gather Wider Achievements through our 'Wider Achievement Weeks', displaying and celebrating successes in each class. Wider achievements are also recorded in school and shared in Learning Journal posts.

School and Community Links

The school actively encourages links with the local community and these are regarded as a very important dimension to school life.

Throughout the school year the learning and teaching of the Personal and Social Development programme, together with the Health and Wellbeing core skills, are supported by visits from Tayside Police Community Officers, our Active Schools Co-ordinator and local Health Care Workers. The Community Link Worker, based at Kinross High School, has a very positive working relationship with school staff and learners. Her input supports the smooth transition to Kinross High School for vulnerable pupils and she assists with family support where required.

Other community groups who support the work of the school, and with whom we collaborate, are:

- The Community Council
- The Community Development Trust
- The Fossoway Flower Show
- The Fossoway Gathering
- KYTHE (Kinross-shire Youth Enterprise)
- Crook and Drum Growing Together
- Penney's Wood Group ANY OTHERS?

Positive Relationships

Our school discipline is rooted in children's rights, our school aims and our values. These aims are based on the principles of equality, fairness, and respect, especially:

Respect for individuals, including self-respect.
Respect for our families, our school and our community.
Respect for our environment.
Respect for achievement, for hard work and effort.
Respect for learning, for skills and knowledge.

From children's first day in nursery, we work hard at encouraging and fostering these ideas through our school's personal and social development programme and use of restorative approaches.

We don't have a big list of rules. We prefer to concentrate on encouraging sharing and co-operation; thinking about our own and other people's feelings and safety, and looking after the environment in which we all live, work and play. We remind children to be safe, ready (to learn) and respectful. Class charters and a playground charter support our learners to consider how their rights to learn, to be safe, to have an opinion and to be listened to are achieved. Any behaviour which works against these rights is discouraged and discussed in depth with all involved to avoid a repetition of any such behaviour. Any allegations of bullying are taken very seriously and are investigated in line with our anti-bullying policy.

You can help us by supporting this approach. We use restorative approaches to help pupils to explore and discuss the behaviour which occurs in difficult situations. This in turn allows pupils to appreciate how their actions may have affected others, explore their feelings and repair any harm and hopefully plan ahead to ensure a similar situation is less likely to happen again.

We use a whole school resilience programme which ensures our pupils are taught the necessary skills, have a shared language and the essential understanding to 'Bounce Back' after a set-back - an essential skill to have in life.

Relationships and Behaviour

Perth and Kinross Council takes a relational approach to achieving positive behaviour. This means that there is an emphasis on consistent, respectful relationships and an understanding of behaviour as communication. Our nurturing approach has a focus on the learning environment to ensure that happy and healthy relationships are the foundation for learning within classrooms. This requires inclusive classrooms based on an ethos of nurture, respect and a restorative approach to resolving difficulties.

Fostering Inclusion and Reducing Exclusion

Fostering Inclusion and Reducing Exclusion is the Authority's revised guidance to support the

planning and decision making for children and young people who may be at risk of exclusion or where an exclusion from school, has been deemed as a last resort and is required to take place. The guidance emphasises the need for learning establishments to create the conditions for inclusion through effective learning and teaching, promoting positive relationships and behaviour, and employing preventative approaches which reduce the need for exclusion.

This guidance applies to children and young people who are enrolled in a Perth and Kinross school or ELC setting and will be relevant to the parents and family of those children and young people, staff in schools, staff in Perth and Kinross Council's Education and Learning and agencies who support our children and young people and families.

The guidance is set out in two sections which can be accessed through the following link:

<https://www.pkc.gov.uk/article/17425/Exclusion-of-pupils>

Part 1 – Policy which explains the expectations of our schools and ELC settings and the legal basis and parameters relating to exclusions; and

Part 2 – Procedures which provides some easy-to-follow flowcharts and checklists to help school staff manage situations where exclusion might be considered. The Appendices hyperlinked in Part 2 provide copies of the template letters available on SEEMiS, the list of SEEMiS reference codes and a template for the minute of the meeting to resolve an exclusion and support a return to school.

Equal Opportunities

Perth & Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth & Kinross recognises that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning and implementation processes for all Council Services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

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

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

5. Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school. We arrange events throughout the year, including twice-yearly parental contact appointments in which parents and teachers can discuss the progress and achievements of our learners. Written reports are sent home in Terms 2 and 3.

We have an open-door policy and endeavour to respond to any queries within 24 hours. We maintain PKC customer standards in relation to replying and dealing with all communications. For more details – click on this link:

<http://www.pkc.gov.uk/article/14715/Customer-Service-Standards>

Help is always needed for visits and trips. The school is grateful to any parents who may wish to help on a regular basis in the following areas:

- Helping within the classroom e.g. artwork, cutting paper, filing
- Supporting with committees or groups
- Encouraging children to enjoy books e.g. reading stories to children, helping them to use the school library
- Facilitating extra-curricular clubs.

Generally speaking, parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate, and all parent helpers/volunteers are asked to sign our agreement. Parents/carers interested in helping in school should, in the first instance, speak to the Headteacher.

The school is keen that parents feel welcome in school especially when they are supporting class activities. We try to include grandparents and older members of the community in some of our school events to share their many talents. We aim to keep good communication links with our school families and consider ourselves to have an open door policy.

The council's policy to support effective partnership working between school and home can be found by following the link below:

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

Advice, Information and Concerns

Parental communication is encouraged and valued. Your child's school is your first point of contact should you require advice, information or to raise concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. The Headteacher will advise you how to take your concerns forward should these remain unresolved.

6. Transitions

Traditional transition points for Fossoway learners are starting in Nursery, preschool to primary, stage to stage and P7 to secondary education. The transition process involves sharing pastoral information, along with information about your child's learning, to ensure effective continuity and progression. At Fossoway Primary School a number of processes and procedures are in place to allow individual pupils to feel valued and well prepared for the next stage of their education. These include the professional dialogue that takes place between teachers (within our school setting and across the sector with playgroup and secondary colleagues) at points of transition, the sharing of evidence of progress in learning and pastoral issues, and joint planning across the Curriculum Levels to facilitate continuity of experiences and learning.

For some children an enhanced transition may be required, and this will be identified through the Additional Support Needs process in consultation with parents/carers. A specific plan will be drawn up with enhanced transition arrangements put in place if this is felt necessary to meet the identified needs of a child (see Support for Pupils section).

Choosing which Nursery / School your child attends is one of the most important decisions you are likely to make for your child. There are many factors to consider, and we can discuss any questions you may have or indeed help with enrolment processes if required. We

facilitate information sessions for parents, designed to discuss the general procedures and are happy to discuss individual cases if required.

On completion of your child's primary education the normal arrangement is for children to transfer to our catchment secondary school of Kinross High School, Loch Leven Community Campus.

Name: KINROSS HIGH SCHOOL
Headteacher: Mrs Sarah Brown
Address: Loch Leven Community Campus, The Muirs, Kinross, KY13 8FQ
Tel/text Nos: 01577 867100
Website: <http://www.kinrosshighschool.org.uk>
Email: kinrosshigh@pkc.gov.uk

If you wish, you can make a parental placing request to attend a secondary school other than the catchment school. Further information on how to make a placing request is available online at : <https://www.pkc.gov.uk/article/17301/Placing-request>

7. The Curriculum

What and how will my child be learning?

The purpose of Curriculum for Excellence (CFE) is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

At Fossoway, we plan the learning and teaching using the CfE experiences and outcomes in the 8 key curricular areas of:

- **Literacy & English** The development of literacy skills plays an important role in all learning. Children need to communicate, collaborate and build relationships, reflect on 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 ICT. Basically, children learn to read, write, talk and listen across the curriculum.
- **Numeracy & Mathematics** All teachers have responsibility for promoting the development of numeracy across the curriculum. Children will be able to understand and apply 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. We all need to be in the right frame of mind, to be healthy and to be ready to learn, to be able to do our best. This core curricular area is one of the three most important as if a child is not in the right place to learn; they will not reach their full potential. When we plan to cover sensitive topics within this area (such as sexual health or drug awareness), we will advise you beforehand. If at any time, you feel there is a factor affecting your child's health and wellbeing, then please let us know so we can work out a plan to combat any barriers to learning this may cause.
- **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 creative 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, art and craft, dance and drama.
- **Religious & Moral Education** Religious and moral education enables children and young people to explore the world's major religions as well as 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.

We are a non-denominational school. We endeavour to teach our pupils to understand, respect and appreciate the diverse social and cultural differences of our world, through moral stories and teaching as part of our Religious and Moral Education curricular input. Assemblies are held regularly and are occasionally attended by our School Minister.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from Religious Observance. In the past the school has dealt with such requests with sensitivity and understanding and this approach will continue. The Headteacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance.

In particular, parents should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

New guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at:

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion>

- **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 ICT skills that can be transferred and applied in different learning contexts. We are lucky to have and use a range of different technologies to enhance and, indeed, capture the learning and teaching across the school.

- **Modern Languages** French is taught throughout the school from P1 to P7. Mandarin is currently taught in P5-P7.

The above Curricular areas are rarely taught in isolation from each other. We plan to develop the children's understanding of the links within learning through interdisciplinary activities, which provide children with the opportunity to apply their learning to a range of contexts. The progress across the curriculum is tracked in school to maintain momentum and ensure the delivery of the seven principles of the Curriculum (which ensure breadth, depth, personalisation and choice, progression, coherence, challenge and enjoyment, and relevance).

Learning takes place in a variety of ways. Through play, active and cooperative learning, where children are actively engaged in tasks, pupils take ownership of their learning. Textbooks and worksheets still play an important part of learning, but are not the mainstay of the planned learning. We use trips, outdoor learning and information technology to enhance and explore the depth of our learning and give relevance to the knowledge and understanding we teach. Children are encouraged to think for themselves, make sound judgements, challenge opinions, enquire and find solutions. They are also supported to make choices in how and what they learn.

Curriculum for Excellence covers learning from 3 to 18 years of age. As far as primary pupils are concerned, the curriculum experiences and outcomes are divided into three groupings: Early Level (Nursery and P1); First Level (P2 to P4); and Second Level (P5 to P7). Some of our older learners will begin to learn at Third Level while at primary school. Curriculum for Excellence empowers our teachers to make professional judgements about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

We assess pupils on an on-going basis, both formally and informally, gathering evidence of knowledge, understanding and application. Learning is planned for pupils using teachers' assessments, and activities are differentiated to ensure the correct level of pace and challenge to meet individuals' needs. Our progression pathways also support teachers to plan for children's learning journeys.

Skills for learning, life and work are a key feature at Fossoway, as is learning through play. We believe children should engage in learning through relevant and engaging experiences which develop creativity and curiosity. We have a play-based curriculum in our infant classes, and pupils at all stages are provided with regular opportunities to engage in play-based learning to support them to develop a range of skills. By helping pupils develop capacities and skills, and apply these in a range of contexts, we aim to encourage children to actively go on learning throughout their lives and be more flexible and resilient in an ever changing world.

You can find out much more about how the CfE fits together and what it means for your child on the following website: <https://education.gov.scot/curriculum-for-excellence/>

8. Assessment & Reporting

Assessment

There are a variety of assessment approaches used in school to measure children's progress and determine their next steps.

The first type is formative assessment. The teacher will watch how the children go about doing the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood, examine jotters and other written work, and observe what they have said, made or done. Pupils are assessed against learning intentions and success criteria on an on-going basis. These are shared with pupils at the start of a lesson or topic and used to help the evaluation process. The child will therefore have a clear idea of 'what a good example will look like' and will know what his/her next step in learning will be.

Pupils are given regular feedback on how they have done, they are encouraged to self-assess and assess each other. It is important that pupils take ownership of their learning, understand why they are doing a task and what the expectations are for a lesson or project. By assessing in this way, the evaluation of progress is an on-going, unobtrusive process and informs the planning process for teachers and next steps for pupils. At points throughout the learning process, the class teacher will record progress against Curriculum for Excellence outcomes covered in a variety of ways to keep track of where the children are and inform future learning. This information is also tracked by school management within regular planning discussions with class teachers.

The second type of assessment is summative or diagnostic. This incorporates the more formal type of test, often used to assess knowledge and understanding. These are usually completed as part of the on-going work in class. Other assessments may be utilised from time to time to identify or rule out a particular difficulty or indeed strength and may be carried out by a number of professionals working in the school. Examples include the National Standardised Assessments (at P1, P4 and P7) and Single Word Spelling Test.

Reporting

Two formal parent/teacher discussion nights are arranged to discuss your child's progress each year, normally in terms 1 and 4. Written reports are also provided in terms 2 and 3.

Teachers are sometimes available at 3.15 pm for a brief chat to help with enquiries or to give advice, should you need to contact them urgently. Please phone and check with the school office to ensure it is convenient (staff are regularly involved in training or development work after school). If you think you will need more than a few minutes to discuss matters, we request that you call the school office and ask to make an appointment.

During the year, we hold a range of events such as open afternoons, sharing the learning assemblies, parent workshops, school show performances and parent contact sessions. These enable you to get a flavour of life at Fossoway as well as providing you with the opportunity to find out more about how and what your child is learning.

You will also receive Learning Plans, giving you an overview of what your child is learning and providing an opportunity for you to extend their learning at home. These are issued in September, January and May.

Taking account of Curriculum for Excellence assessment guidelines, teachers will use their professional judgement to decide the level towards which each child is working. A teacher will collect evidence of that attainment from class work or may use a formal summative assessment to check his/her own judgement that a child has attained a level.

As most children will normally take three years to cover the experiences and outcomes within each level, assessment is an on-going process. At the end of each school session, a written report which details children's attainment levels is sent home to parents and carers. This covers your child's progress across the curriculum across the year in accordance with PKC guidelines.

9. Support for Pupils

At some point in their school career, the majority of children are likely to experience some difficulties of one sort or another in their learning. Sometimes this may be only a very minor problem or sometimes a child may swing in and out of difficulty depending on what and how something is being taught. At times, however, a barrier to learning may be more serious and may result in pupils making less than expected progress.

Barriers to learning can be short-term or long-term. Examples include:

- finding spelling very difficult
- a short concentration span
- difficulty in processing information
- a difficulty managing behaviour, emotions or relationships
- a bereavement
- gaps in learning due to illness.

In all situations, it is the job of the class teacher to identify that there is a problem and to try to offer appropriate help. The class teacher is supported in this work by the Pupil Support Teacher (PST), who is able to offer a range of skills and services to help pupils and staff meet identified needs. When determining whether a child has a barrier to learning, and in supporting children who have barriers to learning, the PST has a number of roles:

- Undertaking assessment work.
- Direct teaching of a child or group of children, introducing new skills or resources, or revising or re-teaching a particular part of the curriculum.
- Co-ordinating other staff to carry out support intervention when she is not here.
- Working co-operatively with the class teacher, trying to improve methods or materials in a specific area e.g. problem solving, motor skills etc.
- Advising class teachers of new resources and avenues of support.
- Planning programmes to support individual children to be successful in their learning.
- Working with all classes and with children of all levels of ability.
- Monitoring pupils' progress and reviewing the impact of interventions.
- Meeting the Headteacher regularly to discuss pupils who are experiencing barriers to learning and those who have identified additional support needs.

Sometimes a child will be part of a small group receiving extra help from the class teacher, a Classroom Assistant or a Pupil Support Assistant. At times, the child may work out with class in a small group, although normally support will be given within the classroom environment.

Some pupils have an Individualised Educational Programme (IEP) to meet their particular needs. Others who have involvement with Social Work, Health Services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision. Review meetings for these pupils will be held throughout the year to track progress relating to these specifically identified needs. On occasion, the school may seek advice from other professionals e.g. Speech and Language Therapist, School Nurse, Occupational Therapist, Educational Psychologist or Outreach Team. Parents will always be informed about this and their views and support sought.

If you think that your child may have additional support needs, you should contact your child's class teacher or the Headteacher. You can do this by contacting the school office or writing a note to the class teacher to request a meeting. Often class teachers will have identified a need and, in consultation with the Headteacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

Information on the authority's policy in relation to provision for additional support needs can be found at:

<http://www.pkc.gov.uk/article17278/Schools-additional-support->

There are 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: 0845 123 2303
Email Enquiry service: info@enquire.org.uk
Advice and information is also available at <http://enquire.org.uk/>

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

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

10. School Improvement

The main achievements of Fossoway Primary School and Nursery can be found in our Standards and Quality Report which is published annually and is available on both the Perth and Kinross website and on our school website:

[Fossoway PS Standards and Qualities Report 2023-2024.pdf](#)

As part of commitment to continuous improvement, during the school year, we complete a full self-evaluation which identifies our strengths and next steps for improvement as a school. This is then linked to the National and Regional requirements and guidance for planning for the following session. In consultation with the Parent Council, pupils and staff, we agree the action points to concentrate on the following year for Fossoway Primary and this forms the basis of our Quality Improvement Plan (QIP) which is posted on our school website. Paper copies can be requested at the school office.

11. School Policies & Practical Information

Organisation of School Day

School Day 9.00am to 3.15pm

Morning Break 10.40am to 11.00am

Lunchtime 12.40pm to 1.35pm

Nursery Times

All Day Session 9am to 3pm

Playtime

All playtimes are supervised by playground supervisors.

In very wet, cold or windy weather the children are usually brought inside and are looked after by the Playground Supervisors and P7 monitors.

All children are encouraged to go to the toilet during break times to establish this as the 'time' when they should 'go'. Please be assured, however, that children will always be given permission to go to the toilet should they ask during class time.

Uniform/Clothing

We do not insist on a school uniform but most of our pupils like to wear it and we would ask parents to encourage their children to do so. We need the children to be sensibly dressed for practical every day work and, of course, the weather.

Fossway uniform is available to purchase through School Trends (www.stparent.co.uk). All ordering details can be accessed from the school office.

The uniform consists of:

- Royal blue sweatshirt with school logo
- White polo shirt with or without school logo
- Grey/black trousers or skirt
- Sensible outdoor shoes (preferably not trainers)
- Indoor soft shoes (gym shoes)
- PE kit (see below)

Other items available:

- Cardigan
- Fleece jacket
- Reversible waterproof fleece jacket
- Knitted hat
- Gingham dress

Your child's property should be clearly marked with their name. Remember, in P1 all these items look the same to a 5 year old, so please do all you can to help busy staff.

Please encourage your child to practise putting on their own clothes and shoes before they begin school. Assistance will be given with tricky buttons, zips etc. It is a great help to everyone if children are already trying to manage these things for themselves.

Jewellery

All pupils are discouraged from wearing jewellery in particular hoop/dangling earrings. For Health and Safety NO jewellery is allowed to be worn during PE sessions. If your child's ears have just been pierced, they must come to school with their ears taped or, in the case of older children, have their own tape and be responsible for covering up the earrings.

PE Kit

This consists of a white polo shirt or t-shirt (no vest tops or football strips, please), shorts, socks and gym shoes. Trainers and tracksuit bottoms may be worn for outdoor activities only.

Kit should be brought in a drawstring or other suitable bag and taken home regularly. It is very important that parents keep checking that gym shoes fit their growing child.

PE and movement lessons are normally held at set times throughout the week but can vary. It is advisable that your child has their kit readily available on a Monday morning.

'Inside' Shoes

To cut down on wear and tear within the school, children are encouraged to bring a soft pair of shoes, slippers or gym shoes, to change into during the day. These shoes will be left in school, but we will send them home periodically, so that you can ensure they still fit your child and have not worn out. This also means that children have warm, dry shoes to change into should they get wet outside.

A School Bag

Your child will need a bag to put personal belongings in and carry schoolwork home in. (For younger children, it's always a good idea to put a plastic bag with a change of underwear too, just in case!)

Extra Curricular Activities

As well as offering a wide range of visits and speakers during school hours, the school has a number of extra-curricular activities which may take place during lunch break or after school.

The activities offered change throughout the year, but have recently included netball, cricket, judo, football, dance and arts and crafts.

Pupils in some stages are involved in school swimming activities. Older pupils also get opportunities such as curling, cross-country, hockey, country dancing, kwik-cricket etc during term time.

In addition to these activities, the school has a bi-annual residential trip for P6 and P7 pupils.

Use of Cameras, Videos and Mobile Phones

When children enrol at school, parents are asked to give their permission about how pictures of their children can be used. This can affect whether or not we can allow other parents to use personal photographic equipment, including mobile phones, in school. If you are unsure, always check with the school office.

Pupils should not use mobile phones in school. Internet access is currently only available for PKC approved and configured equipment.

Transport

Information about eligibility for school transport, and the application link, can be found at:

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

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

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

Transport will be provided from a suitable point on the public highway. Please note that this can be up to two miles (primary) or three miles (secondary) from the pupil's home.

Parents of pupils who are refused school transport only have the right to appeal to the Review Sub-Committee of Lifelong Learning Committee where transport is withdrawn, or on the grounds of safety where there is no public service bus operating.

Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

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

The School Bus

We suggest that eligible children, who are going to travel on the school bus, do so from the start as it helps them settle in more quickly.

If your child is not going to be travelling on the school bus for any reason try to let the driver and/or the school know.

NO PUPIL MAY TRAVEL ON THE SCHOOL BUS UNLESS THEY HOLD A VALID SEASON TICKET. THIS IS FOR INSURANCE PURPOSES.

Visits / School Trips

Whenever your child is to be taken on a trip or involved in any activity, either outside of the school grounds or after normal school hours, details will be communicated to you at home.

A 'blanket' consent form is now issued at the start of the year to cover written permission for most trips and activities that are within the local area and for which children do not need to be transported via bus e.g. study visits, local walks, travel to sports, outdoor learning etc.

Parent help is usually invited (and much appreciated) for school trips and activities but please remember you must not transport pupils on school business unless you have child safety seats for children under 11, are appropriately insured to do so and have been asked to do so by the Headteacher or her representative. If you wish to help in school regularly you may be asked to complete forms in regard to disclosure checks.

Security - Visitors to School

You will appreciate that security is a very important issue for us in school. It is vitally important that we know exactly which adults are in school at any given time and for what purpose.

We have a security entry system at the main front entrance and the Nursery door and must ask that all parents enter by these respective doors. Entry to school is only during the hours of 8.50 - 3.30 due to office staffing/opening hours, unless you have a prearranged meeting with a member of school staff out with these hours. Once inside the building, parents are asked not to open doors to any other adult, even a known one; from time to time a parent may be temporarily or permanently denied entry due to family disputes or legal issues. Similarly, children do not open the external doors for visitors.

All visitors to the school sign in and wear an identity or visitor's badge for the duration of their visit. Parent helpers wear badges and school staff wear Perth & Kinross ID badges.

Health Care

Fossoway Primary promotes good health for all. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging Health Programme for all learners from nursery through to P7. We work in partnership with health agencies to provide the best health care for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed (within their limited resources) for pupils in need of this service.

The school health service supports the school in ensuring our children's health needs are met. All P1 children have a 5 year old vision, height and weight check. At other stages of the school, hearing and vision tests are carried out if concern is expressed by parents or teachers. Parents will be notified if there is a need for the school doctor to examine their child and will be invited to be present. Dental checks are carried out, if parents wish, from time to time, and usually in P1 and P7. There is a tooth-brushing programme in Nursery as part of the Childsmile national programme

On occasion, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Headteacher will notify the parent of that child direct.

Instrumental Tuition

There will be an opportunity annually for those interested to apply for instrumental tuition through the local authority (generally P5-P7). Currently we are offering woodwind, chanter, drumming and guitar tuition.

Instrumental Music Instruction and Central Groups 2025-26

In recognition of the integral part instrumental music plays in pupils' education and welfare, Scottish Government has announced that instrumental music lessons will be delivered free of charge.

The Perth & Kinross Instrumental Music Service offers opportunities for pupils to play a musical instrument and participate in music making with many ensembles, orchestras and bands.

- Pupils learning musical instruments develop a wide range of unique skills, providing a means of fulfilment and enjoyment whilst nurturing a greater understanding of the arts.
- Parents can enjoy and share their child's excitement in learning to play an instrument. Your child performing at a concert will provide you with a great sense of pride and satisfaction.
- Schools will provide opportunities for pupils to enrich their curriculum and the life of the school.

- Instrumental music prepares pupils to make a meaningful contribution towards the artistic life of the community.

The service offers an exciting opportunity to participate in a unique course within education which will benefit all participants for the rest of their lives. Lessons will be delivered on a face-to-face basis.

After a short period of time, pupils will also be able to perform in school ensembles and local authority orchestras and bands as well as attending residential music camps. It is strongly advised that pupils receiving tuition in school strive to attend school bands and orchestras and one of these Central Groups as this is recognised as an integral part of tuition.

For further information, please visit our website, Instrumental Music Service App and social media pages via the contact details below.

MusicService@pkc.gov.uk

www.pkcmusic.com

Facebook – [PKC Music Service](#)

Twitter - [@pkcmusicservice](#)

Instrumental Music Service App



Please download the Instrumental Music Service app by scanning the QR code above or search “School App for Parents” in the Apple or Google Play app stores and search “Perth and Kinross Instrumental Music Service”.

Pupil Voice

Our pupils have a wide range of opportunities to voice their opinions and ideas. Through informal, solid relationships with staff, we encourage our pupils to talk about all they do, think about and learn. We conduct pupil surveys to find out their thoughts and the Learning Council actively engages their peers to ensure our values, aims and vision are embedded. We give as many opportunities as we can to enable our pupils to realise that learning is not something that we do to them, it is something we do with them. We value their opinions and they help shape their own future as well as the future of our whole school community.

All pupils in P3 – P7 are members of a committee, a group of learners who will work together to improve the school in a particular area. Our committees this year are Eco, Rights Respecting, Digital, Reading Schools, Community, Events and Fundraising and Junior Road Safety Officers. Our P1 and P2 pupils complete tasks throughout the year that support the work of all of the committees.

School Meals

It is the Authority’s policy to provide meals and facilities for the consumption of packed lunches in all schools.

Pupils in primary schools are offered a two-course lunch with a choice of main course, including a vegetarian option, supplemented by salads and bread, which meet The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well trained personnel in a food safe environment.

There is a fixed, subsidised charge for a meal in a Primary school which is £2.25 (as at 2024/2025). School meal charges are subject to review at any time.

School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts, including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.

ParentPay is our preferred method of payment, please contact the school for your ParentPay account activation code.

Medically Prescribed Diets and Nut and Peanut Allergy

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

Medically prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.

For more information on school meals including menus, meal photos and forms, please visit the website: <http://www.pkc.gov.uk/schoolmeals>

To access the current interactive menu which provides recipe, nutritional and allergy information, please visit: <https://www.tayside-contracts.co.uk/catering> and click on the interactive menu link. This site also contains details of forthcoming promotions.

For any other enquiry please contact:

School Catering
Perth & Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

E-mail: SchoolCatering@pkc.gov.uk

Packed Lunches for Trips

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

Home Lunches

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

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

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

Free School Meals

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

Who is Eligible for Free School Meals?

If your child is in P1 to P5

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

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P6 as they will no longer be automatically entitled to Free School Meals.

If your child is P6 or above

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

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £19,995
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796

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

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

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

Alternatively, application forms may be obtained from the Headteacher or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

School Clothing Grants

You can claim a school clothing grant for your child(ren) if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)

- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £19,995
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796

Education & Learning consider one application per academic year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend school.

You can apply online for a school clothing grant at the following link: www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

Childcare and Family Information

Perth and Kinross Childcare and Family Information Service can supply details of childcare services within your local area including childminders and out of school care. The service also has a wide range of other information for families including leisure activities and support groups.

For further information please contact:

E-mail: childcare@pkc.gov.uk

Telephone: 0345 601 4477

Website: www.pkc.gov.uk/families

Families can also access information on the national website: www.scottishfamilies.gov.uk

Insurance

The authority insures against its legal liability for (i) personal injury, provided negligence is proved against the Council and (ii) loss or damage to property of third parties except where the following exclusions apply:

- Theft of personal belongings
- A pupil's own negligent actions
- The actions of a third party, i.e. another pupil
- Expensive personal items, e.g. mobile phones, personal electronic devices.

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability and may wish to consider making their own insurance arrangements.

Authority Education Policies and Services

The authority website provides information on policy.

School enrolment to include primary, placing requests and composite classes:

<https://www.pkc.gov.uk/article/17276/School-enrolment>

Grants and benefits to include free school meal entitlement, clothing grants, transport and

music tuition: <http://www.pkc.gov.uk/article/17282/Schools-grants-and-benefits>

Information of Educational Psychology Services: <http://www.pkc.gov.uk/eps>

Primary School Meals and free fruit: <http://www.pkc.gov.uk/article/17330/Primary-school-meals>

Complaints

As part of Perth & Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school the Council's Complaint Procedure (https://www.pkc.gov.uk/media/48110/Perth-and-Kinross-Council-Complaints-Handling-Procedure/pdf/Complaints_Handling_Procedure_2021.pdf?m=637546173910630000) is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

Stage 2 involves an investigation by an Officer appointed by the Head of Education & Learning. At this stage, Perth & Kinross Council will respond to your complaint **within 20 working days**. If the investigation is going to take longer, you will be contacted, and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland. Their service is independent, free and confidential.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened, or that you became aware of, more than 12 months ago
- A matter that has been or is being considered in court.

The SPSO's contact details are:

SPSO
Bridgeside House
99 McDonald Road
Edinburgh
EH7 4NS

Freepost SPSO

Freephone: 0800 377 7330
Online contact: [@spsogovscot](https://twitter.com/spsogovscot)
Website: www.spsogovscot.org.uk
Mobile site: <http://m.spsogovscot.org.uk>

Additional Support for Learning - Resolving Disagreements

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our **Information Sheet on Resolving Disagreements** available on the Council's website: www.pkc.gov.uk or by contacting ASN@pkc.gov.uk

Further information on the Council's Complaints Handling Procedure is available on the Council's website: www.pkc.gov.uk/complaints

Access to Information – Parents and Pupils

The [Pupils' Educational Records \(Scotland\) Regulations 2003](#) require the Authority to give a parent access to information relating to school pupils, past and present, held by them.

- The regulations cover information which originated from a teacher or other employee of the education authority, the pupil to whom the information relates or a parent of that pupil.
- The regulations only cover information relating to the school education of the pupil.
- The request must be in writing (or other permanent format for future reference purposes eg email/tape recording).
- The parent seeking access must provide the Authority with sufficient information to satisfy the authority of his/her identity and to enable the Authority to locate the information requested.*
- The Authority must comply with a request within 15 school days of receiving a validated request. (A validated request means that the information requested at *(see above) has been provided.

This is only a brief outline of the basic legal provisions. The regulations contain further detailed rules. They also provide for certain exemptions from the right of access to information.

Pupils can also make a request to see their educational records. Requests to see educational records should be made directly to the relevant school.

Data protection legislation means that you can request other personal information, not contained in an educational record, by submitting a Subject Access Request.

If a child is over 12 and is considered to have capacity, you will be required to provide a signed mandate from them authorising you to act on their behalf. You will usually be required to provide proof of your identity (and your child's if they are required to provide a signed mandate) before your request can be processed.

Subject Access Requests should be submitted to the Council's Information Governance Team at 2 High Street, Perth, PH1 5PH or to DataProtection@pkc.gov.uk , 01738 477933.

School Records

The [Pupil's Educational Records \(Scotland\) Regulations 2003](#) gives parents, or people with parental responsibility, the right to see their child's educational record. These records are called Pupil Progress Records, or PPRs.

If you would like to exercise your right to see your child's PPR you should contact your child's school directly. Contact details for all Perth and Kinross Council schools are available below: www.pkc.gov.uk/article/17285/Schools-in-Perth-and-Kinross

Requests should usually be made by email or in writing, but other recorded formats can be accepted if necessary. The school may ask you to provide them with proof of your identity.

Schools have 15 school days to respond to your request. There is never any cost to view your child's records; the Council usually waives the charge it is entitled to make for providing a copy if this is required.

Please ask if you need the information requested to be provided in an alternative language or format e.g., braille.

Occasionally, a school record may contain information – such as information about another pupil - which must be removed before you are provided with it.

If you wish to request information about other records relating to your child, such as social work records, you should submit a [Subject Access Request](#) . If you're unsure about what kind of request you should submit, please contact the Council's Information Governance team on 01738 477933 or at DataProtection@pkc.gov.uk for advice.

Transferring Education Data about Pupils

Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland; and the analysis of data for statistical purposes within the Scottish Government itself.

What Pupil Data is Collected and Transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government.

Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, it is hoped that the explanations contained in this information and on the ScotXed website (www.gov.scot/Topics/Statistics/ScotXed) will help you understand the importance of providing the data.

A complete list of the Scottish Governments School Education data collections can be found here: www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation

Why Do We Need Your Data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils, or specific groups
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Conduct teacher workforce planning
- Target resources better
- Enhance the quality of research to improve the lives of people in Scotland
- Provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education
- Providing school level information.

Extracts of the data will also be shared with The Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their eighteenth birthday, Glow to access digital learning environments, ParentPay for management of online payment of school meals, excursions and activities, CRB for cashless catering, Groupcall for messaging services, Young Person's National Entitlement Card for access to public services across Scotland and with the NHS for monitoring the child health immunisation programme.

The Scottish Government Privacy Notice for children and young people can be found at: www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices

The Perth & Kinross Council main education Detailed Privacy Notice can be found here: www.pkc.gov.uk/detailedprivacynotices

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the General Data Protection Regulation and Data Protection Act 2018. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.gov.scot/Topics/Statistics/ScotXed). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the Scottish Qualifications Authority. On occasion we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the National Data Linkage Guiding Principles.

This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a Subject Access Request online or using the Subject Access Request Form can be found here: www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests .

Note that it's not necessary to apply online or complete the form in order to submit a Subject Access Request, but they provide a useful guide to what details we need in order to respond. If you would like further guidance about how to submit a request for personal information, contact the Information Governance team on 01738 477933 or at DataProtection@pkc.gov.uk

Concerns

The Data Protection Officer for this data is the Data Protection & Information Assets team, dpa@gov.scot

If you have any concerns around this data collection please contact the DPIAT team, or Mick Wilson, Head of Education Analytical Services (Mick.Wilson@gov.scot).

Or by writing to: Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

12. Name of Child Protection Officer

Each school has Child Protection Officers appointed to be responsible for child protection matters. These people are specially trained for the task.

The Child Protection Officers are currently:

- Mrs Paula Woods
- Mr Paul Nicolson
- Mr Tim Haines.

All staff are trained annually in Child Protection Procedures. Where we have any concern about the welfare of a child, perhaps resulting from what a child says, how she/he behaves, or obvious physical damage which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns, acting on them and liaising with parents or other professionals as appropriate, keeping the Headteacher, as Named Person, informed. At all times we must act responsibly to protect the child and to keep parents fully informed.

Child Protection

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

Child Protection sits within the wider [GIRFEC](#) policy and practice framework. [The National Guidance for Child Protection in Scotland](#) (Scottish Government 2014) provides the overarching policy framework for child protection services in Scotland.

The [Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines 2017](#) translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all Schools.

All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education & Learning. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the school Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Services for Children and Young People & Families (social work) before informing parent(s). These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

If you are worried or concerned about a child or young person then, in the first instance you should contact:

- Your child / children's school.
- The Child Protection and Duty Team 01738 476768 (24 hour service)
- Visit the council's Child Protection Website on www.pkc.gov.uk/childprotection

Looked After and Accommodated (LAAC) Children

Looked After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009 are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of intensive support provisions. These are either attached to or are part of mainstream schools. In addition, there is one all through special school (3-18) for children with profound and complex difficulties.

Each school has a designated Care Experienced Teacher who deals with all matters relating to children who are 'looked after' e.g. accommodated in foster or residential care, or who are subject to a compulsory supervision order through the Children's Hearing.

This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after.

Further information on Looked After Services can be found on:

www.pkc.gov.uk/fosteringadoption

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 and Included

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

indicators are referred to as SHANARRI.

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

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

Further information on GIRFEC can be found on:

<https://www.pkc.gov.uk/article/17389/Information-for-staff-GIRFEC>

13. Nursery

The designated nursery provision for this school is Fossoway Primary School Nursery. There is a separate handbook for our nursery families.

Please note 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 & Learning. 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.

14: Further Information

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

Education & Learning
Council Building
2 High Street
PERTH
PH1 5PH

Telephone: 01738 476200
E-Mail: ECSSchools@pkc.gov.uk

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

ان احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة لملخص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب: الاسم: Customer Service Centre رقم هاتف للاتصال المباشر: 01738 475000
اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ (بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے تو اس کا بندوبست سروس ڈیپارٹمنٹ Customer Service Centre سے فون نمبر 01738 475000 پر رابطہ کر کے کیا جاسکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡 Customer Service Centre 01738 475000 來替你安排。

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

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

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

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

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

All Council Services can offer a telephone translation facility.

www.pkc.gov.uk