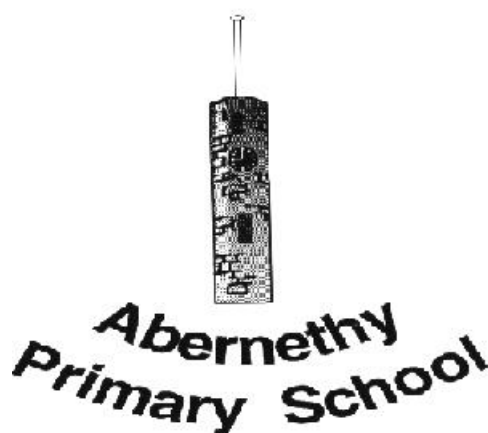


Abernethy Primary School



School Handbook

Academic Session 2026-2027



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



Welcome

Dear Parent/Carer

I would like to extend a warm welcome to you. As a school, we look forward to getting to know you and your child and to working in partnership.

In Abernethy, we recognise that every child is unique with a variety of abilities and needs. We strive to recognise and fulfil these needs in order for all children to reach their full potential. We try to foster in each child a sense of responsibility and respect for themselves, others, their community and the world in which they live.

The original building was opened in August 2002. In 2012-2013 we had our school extended. We currently have 6 classrooms and a nursery. We also have a gym/dining hall, General Purpose room, library and 2 additional learning areas. Abernethy Primary is one of 11 Primary Feeder schools for Perth High School.

At Abernethy we value the importance of good relationships between home and school and seek to work closely with you throughout your child's school career. Parents are always very welcome to come and meet the Class Teacher, Principal Teacher and/or the Headteacher to discuss their child's education and wellbeing. Write or phone to make an appointment or drop in to check on what time is best. Please keep in touch with our school through the newsletters, EduSpot app and Groupcall emails and our supportive Parent Council.

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

Fiona Whittet

Mrs Fiona Whittet
Headteacher

December 2025

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1 Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth and Kinross Council Education and Learning's 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 2025) further changes may have occurred since then.

2. Delineated Area

Abernethy Primary is sited on the A913 between Newburgh (Fife) and Bridge of Earn (Perth and Kinross) and is 10 miles east of Perth. A map of the catchment area is available from the Local Authority Offices or School Office. You can check if you reside within the Abernethy Primary School catchment area by viewing the ['Find my school catchment area' webpage](#).

Where classes become full, the local authority has an arrangement to transport pupils, free of charge, to another primary school designated by the education department.

Any parent who resides outwith the delineated area but wishes their child to attend Abernethy Primary School should complete a Placing Request Form. Forms are available from the School Office or from Education and Learning. You can also [apply for a placing request online](#). Completed forms should be returned to Education and Learning, Perth and Kinross Council, 2 High Street, Perth, PH1 5PH. Parents will be advised of the outcome of their placing request.

3. Contact Details

Name:	Abernethy Primary School
Headteacher:	Mrs Fiona Whittet
Address:	78 Main Street, Abernethy, PH2 9LA
Tel No:	01738 472676
Website:	blogs.glowscotland.org.uk/pk/AbernethyPS/
Email:	blogs.glowscotland.org.uk/pk/AbernethyPS/
Roll:	Currently 142 pupils: 28 nursery pupils and 114 primary pupils
Stages covered:	Nursery and Primaries 1 to 7 (ages 3 to 12 years)

Status: Non-denominational State Primary School

Nursery hours: 9am to 3pm term-time only placement (for ages 3 to 5 years)

School hours: 9am to 3.15pm

Communications

- Our key method of communication is via Groupcall Messenger (email system) or its App known as EduSpot. This holds updates, dates and messages which can be delivered directly to parents/guardians' emails/phones. Please see the office for secure log in details.
- School weekly HT Communication Bulletins are compiled and distributed via email or EduSpot.
- Learning Plans are put on each class Learning Journals page at the start of a teaching block and serve to share intended learning opportunities planned for during that time.
- An online Learning Profile via Learning Journals, Open Afternoons, 'Sharing the Learning', Assemblies and Home Learning activities (homework) and similar communications inform about teaching and learning being covered and progress in specific curricular areas as well as the more formal end of session summative reporting format.
- We are also very aware that often parents and carers have information which will help us in our job of meeting their child's needs. We are always happy to offer appointments at suitable times for parents/carers to share relevant information with class teachers or school management.

Prospective Parents

Parents who are considering enrolling their children into either the nursery or the school are encouraged to visit the school to speak to the Headteacher or Principal Teacher. This gives parents an opportunity to experience the ethos of the school, see various activities in progress and ask any questions which they may have.

Placement requests for a place within the school are to be directed to Perth and Kinross Council.

Complaints

As part of Perth and Kinross Council, our school is committed to providing high-quality service. If something goes wrong or you are dissatisfied with the service provided at your school, the Council's Complaints Procedure is there to help you.

In the first instance, we aim to resolve any concern directly. Any complaints should therefore be directed to the Headteacher, Mrs Fiona Whittet, in the first instance.

The school deals with complaints as part of Perth and Kinross Council's Complaints Handling Procedure. More information is available on the Council's [complaints webpage](#).

4. School Ethos

Our Aims for Abernethy Nursery and Primary School

Abernethy Primary School, a place where:

- we provide a curriculum with quality experiences that develop Successful Learners
- we nurture children to become Confident Individuals
- we work together to promote Effective Contributors
- we develop our understanding of ourselves, others and our world to become Responsible Citizens

Our Vision

With the skills we share and the tools available to us, we aim to 'get it right' for the children in our care. To do this we keep our school vision in front of us and our values beside us as we work together to provide a place that is happy and supportive so that children can achieve their best.

Our core Values are:

- Respectful and Responsible in all we do.

Promoting Positive Behaviour

In Abernethy Primary School we aim to make all children feel welcomed as part of the school community. We set high expectations of behaviour at Abernethy. Children are expected to show a caring attitude towards others and a responsible outlook towards the school and learning. Children contribute positively to our happy school ethos and staff make every effort to show children that making good choices is valued. Learners are expected to treat each other and adults with respect. Behaviour which disrupts the learning of other children in the class is not acceptable. The school worked with the Parent Council to create a summary of full and a summary version of our Relationship Policy. This can be found on our website. Staff follow a simple guide called '5 steps towards better learning' which features in each mainstream classroom.

We value the liaison between home and school and will contact parents if there are any concerns. If there are any circumstances which affect the child, such as bereavement, separation, it can help if we know (in confidence if necessary) so we can take the situation into account when dealing with behaviour.

At Abernethy we sometimes use a Restorative Approach towards dealing with behaviour issues, more information on this approach can be found in our Relationships Policy and leaflet. This approach encourages children to reflect on their behaviour and how it has affected others. It is the school's practice to resolve incidents of low-level indiscipline internally in the first instance, however there will be times when support of parents is sought at an early stage in order to work in partnership to address issues before they get the chance to escalate.

We aim to make Abernethy Primary a bully-free and racism-free zone and would therefore request that the Headteacher is informed immediately of any incident that is experienced or perceived by a learner to be either bullying or racist in motivation. In line with the policy of Perth and Kinross Education and Learning, Abernethy Primary School has made a positive effort to counter any bullying that manifests itself in the school, both in the classroom and in the playground, and uses the Anti-Bullying Policy as a guide.

Pupils are encouraged to bring any concerns which they have to the notice of staff, and these are handled as sensitively and as positively as possible.

Parents are asked to be alert to any signs which could indicate their child is being harassed, or is harassing others, and to work with the school in trying to eliminate this behaviour.

Parent's co-operation is sought in all aspects of handling discipline within the school, and our endeavour is to make Abernethy Primary School a safe and happy place for all pupils.

Growth Mindset is very much at the centre of everything we do here at Abernethy. We encourage our children to learn from mistakes, embrace challenges and develop a 'have a go' attitude.

The School and Wider Community

At Abernethy we have strong links with our local community. We work within our local community to enrich our learning including making use of the local Museum, parks, woodland and businesses. We have a good relationship with Abernethy Burns Society, Walk, Wheel Cycle Scotland as well as local firm Branston's, the Abernethy Museum and other establishments, all of whom support learning in school. Children and staff will engage with the local area for learning purposes as much as possible. This includes taking learning out into the community and inviting guests into our classrooms where learning can be 'real'.

We also work with Active Schools which contribute to our promotion of a healthy lifestyle and support links with community sports organisations. Parents and Carers are invited yearly to

engage and support us through the running of sports clubs. Staff will also, at times, run clubs at lunchtime or after school.

We have a global link with Bongani Primary School in South Africa which develops our understanding of the world in which we live. We continue to support the Rights Respecting School movement through classroom learning and whole school approaches.

All children in P1 to P7 engage throughout the year in Leadership Workshop Groups which endeavours to give leadership opportunities and develop Meta Skills through engaging in 'real' activities and experiences.

Achievement

Abernethy Primary School provides a wide range of opportunities, both within and out-with the school day to develop pupils' responsibility, independence, confidence and enterprising attitude.

Some examples include:

- P7 Residential and transition events to Perth High School
- P7 pupils often develop leadership skills through leading Lunchtime clubs for younger classes such as sport, art and other enjoyable activities
- annual Burns Competition, in January, supported by the local Burns Association in the village
- after-school clubs have included in the past football, netball, film club and games
- pupils perform to parents in school shows across the year
- pupils compete in Perth and Kinross sporting events
- rugby, cricket and swimming opportunities are provided for some pupils
- a wide variety of events support learning in class such as visits in Perth, Dundee and beyond

In Abernethy Primary School we celebrate Learner Achievements in class and at our assemblies. House Points are awarded in line with following our school expectations and in recognition of promoting our school values and displaying our School Aims and the four capacities of Curriculum for Excellence – Confident Individuals, Responsible Citizens, Effective Contributors and Successful Learners.

We welcome news of other wider achievement and successes from our pupils and these are celebrated with peers and staff.

5. Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school. We arrange open afternoons throughout the year to 'share our learning'. Help from families is always appreciated for visits and trips. View more information on [parental involvement](#).

The school is grateful to any parents who may wish to help on a regular basis in the following areas:

- taking forward sport by volunteering to take an after-school club
- assistance with our school events such as Sports Days, celebrations or activities
- helping within a classroom, such as art activities, helping with outdoor learning, baking
- supporting with Action Groups aligned to our School Improvement Plan
- delivery of the cycling proficiency programme 'Bikeability Scotland' and Walk, Wheel, Cycle Scotland
- joining in classes where children can enjoy the curriculum, such as reading stories to children, helping them to use the school library, engaging in talk and listen activities
- supporting with class outings, sporting events and outdoor learning; many of these activities would not be possible without parental support

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 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 Senior members of the community in some of our nursery and school events and often find that they can contribute useful information and memories for some of the class topics.

School Pupil Council

One of the purposes of the School Pupil Council is to assist the Headteacher in the management of the school as part of the consultation and decision-making processes in the school. The SLT (senior leadership team) take account of the views of the Council in reaching decisions.

Aims

- Involve the whole school community in developing and maintaining shared values and aims.
- Support communication at every level within the school.
- Encourage pupils to become partners in their own education and make a positive contribution to the school environment and ethos.
- Promote responsibility and build self-esteem by involving pupils in decision-making.

House Captain System

Nurturing responsible citizens and confident individuals is an important element of Abernethy Primary School. Pupils are encouraged to take responsibility for their school and then to contribute positively to both the school and the wider community. Primary 7 pupils, elected by a voting system and staff recommendations, undertake specific responsibilities throughout the year. These ambassadors will be supported and assisted by the rest of Primary 7 to contribute to the life of the school and the community.

Aims

- Complement Pupil Council and Eco Committee.
- Promote pupil participation in the life of the school.
- Allows pupils to be actively involved in making decisions and taking responsibility.
- Assist in raising pupil morale and the ethos of the school.
- Enable pupils to develop more positive views and attitudes that impact on peers throughout the school.
- Allow pupils to gain positive ownership of their school and develop leadership qualities.

In addition, Leadership Workshop Groups offer all learners the chance to experience Leadership skills whilst developing a greater sense of learning in the wider community and across the curriculum.

We also operate a nursery and P1 buddy system supported by older pupils. Buddies support the nursery class in their preschool year, and again as new Primary 1 children in the dining room and in the playground to make our newest learners feel 'at home'.

6. Transitions

Transitions

Traditional transition points are Nursery to Primary, class to class and P7 to Secondary education. The transition process involves pastoral arrangements and effective continuity and progression of pupil learning.

At Abernethy Primary School and Nursery several 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 staff (within our school setting and across the sector with secondary colleagues) at points of transition, the sharing of evidence of progress in learning and pastoral issues, joint planning across the Curriculum Levels to facilitate continuity of experiences and learning.

Transition into our Nursery

Following the successful offer of a placement in Abernethy Nursery, families shall be offered a transition meeting for both parent and child in our Nursery. This gives families the opportunity to step into the world of Nursery and be supported by a member of Nursery staff. Each child shall then be appointed a key worker, who shall be a family connection to the school.

Transfer from Nursery to P1

Throughout the year, we aim for Nursery and P1 children to have opportunities for working together with the sharing of play/learning spaces where and when possible.

Transition visits are organised during the Summer Term between the Nursery and P1. In term 4, Nursery and P1 usually work on transition events supported by P6 buddies. Children enrolling in P1 attending other partner provider nurseries are also invited to visit and additional opportunities are organised to support a smooth transition process. P1 teachers also visit the relevant Early Learning and Childcare Centres to meet the children and talk to staff.

During Term 4, parents/carers of prospective P1 children are invited to workshops and meetings with opportunities to get to know school staff and receive information about their move to P1.

Transitions within the school

Transition meetings are organised for class information including tracking, medical information and next steps in learning, to be passed on to the next teacher to help achieve continuity and progression.

Parents are then invited to a 'Meet the Teacher' event early in the first term, followed by curriculum information events.

Transfer to Secondary School

Throughout the year there are close links between Abernethy and Perth High School.

Collaborative events take place between Perth High School and its feeder primaries. This is to ensure enhanced continuity of experience for pupils. During the session, prior to transfer, guidance staff and Senior Leadership staff visit the school to meet the P7 pupils and to have discussions with the P7 teacher.

In June, Primary 7 pupils spend two full days at Perth High School.

For pupils with additional support needs arrangements will be put in place to make successful transitions. This may include additional visits and planning meetings to co-ordinate support and to share information. Pupils who require enhanced transition are given additional opportunities to visit Perth High School and to work throughout P7 with members of the Community Link team and Pupil Support team.

Where P7 children transition to a different Secondary setting, we kindly ask that parents give us plenty of advance notice so we can support this move in good time.

Pupils living within Abernethy School catchment area transfer to:

Perth High School

Address: Oakbank Road, Perth, PH1 1HB

Headteacher: Mr Martin Shaw

Telephone: 01738 628271

Email: PerthHigh@pkc.gov.uk

Website: www.perthhigh.net

7. The Curriculum

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

Under Curriculum for Excellence every child is entitled to a broad general education (BGE) with the opportunity to acquire depth of knowledge in some areas and to develop skills for learning, life and work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they can thrive on. Plans and tasks will

link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children will be encouraged to think for themselves, make sound judgements, challenge opinions, be curious and find solutions.

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

Progress in learning will continue to be assessed in rigorous ways throughout a young person's time at school.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately, Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors, and responsible citizens (known as the 4 Capacities in the Curriculum for Excellence and also at the heart of our School Aims).

A Curriculum for Excellence (CfE) is at the core of the life and works of Abernethy Primary.

The core areas of the curriculum are defined as follows:

- Literacy (Reading, Writing and Listening and Talking) and Language (including Modern Languages – French from First to Second Level and Spanish at Second Level)
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies
- Health and Wellbeing
- Expressive Arts

These are taught throughout the school either as discrete subjects or through interdisciplinary learning (IDL) contexts. Further information can be accessed by visiting the [Parentzone Scotland website](#).

In order for our children to develop into confident individuals, successful learners, effective contributors and responsible citizens, pupils should be able to:

- talk about what they are learning

- think about what they are doing
- communicate reflectively about these activities
- relate to their own experiences
- understand and apply it to their daily lives

Language and Literacy, including Modern Languages (French and Spanish)

The Language and Literacy Programme is structured in line with the Curriculum for Excellence. The programme ensures development in all four language modes – reading, writing, listening and talking.

The development of literacy skills plays an important role in all learning.

Children develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by Digital Technologies
- develop their understanding of what is special and valuable about their own and other cultures and their languages (including some Scots language learning)
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, observing and reading

The Scottish Government 1+2 Language Strategy

All schools are to meet the Scottish Government's recommendation to provide opportunities for pupils to learn two foreign languages in all primary schools, the first from P2 onwards and a second being introduced no later than P5.

The study of language plays an important role in all language learning and the development of literacy skills. Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Currently we teach French in P2 to P7. Children experience a second language (typically Spanish) through interdisciplinary learning opportunities where appropriate.

Mathematics and Numeracy

The structure of the Mathematics/Numeracy Programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching Mathematics and Numeracy in the school.

Learning in Mathematics enables children to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using time, and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts

Health and Wellbeing (including PE)

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.

Children can expect their learning environment to support them to:

- develop self-awareness, self-worth and self-respect for themselves as well as others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships, affect their physical and mental wellbeing

- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve the support of others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

The school will inform parents when sensitive aspects of learning will be introduced in class, such as relationships and sexual health, drugs awareness, and so on.

PE

Pupils experience an average of 2 hours PE each week. We can engage in PE indoors and outside, with the use of the MUGA as well as the general playground. Children should come dressed appropriately in safe, comfortable clothing for PE. There are typical expectations such as tying back long hair, removal of jewellery and wearing sensible shoes.

Our School Sports are held at the end of the Summer Term. Families are invited to support this and cheer everybody on.

Religious/Moral Education

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and other world religions selected for study, as well as other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society

- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to our world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning and citizenship

The structure of our Religious and Moral Education programme takes account of Curriculum for Excellence, outcomes and experiences. There are 3 organisers for Religious and Moral education. These are:

- Christianity
- world religions selected for study
- development of beliefs and values

Religious Observance

As well as being a statutory element of a school's provision, religious observance (RO) also has an important part to play in the development of the learner's 4 capacities, as a successful learner, confident individual, responsible citizen and effective contributor.

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 [Religious and moral education | Parentzone Scotland](#).

In non-denominational schools, assemblies are the most common vehicle for delivering religious observance.

In Abernethy Primary School we offer a Religious and Moral education programme designed to promote understanding and to develop a child's own concept of spirituality. Learners find out about the beliefs and practices of all major world religions, and are encouraged to develop respect for others' beliefs, tolerance of differences and appreciation of diversity.

Our assemblies deal with moral issues such as right and wrong, and values such as fairness, justice, kindness, compassion, integrity and honesty. Typically, they include community

singing, presentations from classes or groups, wider achievements and sharing of good or interesting news. We reflect on faith and folk stories from a variety of religions and cultures.

Pupils enjoy celebrating Christian festivals and we recognise the major Christian festivals of Harvest, Christmas and Easter. We often welcome Ministers and Church leaders to attend some of our assemblies through the year.

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.

8. Assessment and Reporting

Pupils' work and progress is assessed in various ways, at every stage of learning. The teacher will monitor how the children go about doing the work or activities they are set. Teachers will talk to learners about their work and listen to find out how much they have understood and will examine jotters and other forms of work (such as models, play, posters, drawings, computer work) to evidence this. Pupils will themselves evaluate their own progress and that of their peers using Success Criteria. At points throughout the learning process, the class teacher will record progress against Curriculum for Excellence outcomes covered.

With help from the teacher, children are encouraged to look at their own work to see which things they have done well and which things they can improve. Teachers share with pupils the learning intention and success criteria for any lesson: the child will therefore have a clear idea of 'what a good one will look like' and will know what their next step in learning will be. Classroom displays can support this.

Term Learning Plans are issued to Parents/Carers at the beginning of a teaching block (4 in a year) and outline the key experiences and outcomes that are to be covered during that time. This is continually assessed and evidenced by the teacher and often shared through the child's online Learning Journal profile. These 'learning reflections' build up a picture of a child's learning and can be commented on by those at home and at school.

Parents/Carers are provided with opportunities to share in the learning and progress through attending Shared Learning events, Assemblies, School Shows and by seeing examples of

progress through on-line profiles as well as in the form of 2 interim Reports to parents and an end of year Report document.

Pupils will progress through Levels, typically over a three-year period with scope for breadth and depth of learning opportunities. Nursery to P1 is a typical Early Level duration; P2 to P4 is a typical First Level duration, and P5 to P7 for Second Level.

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 their own judgement that a child has attained a level. Teachers engage in robust moderation activities to support us in making these judgments. We will also use the CfE Benchmarks to do this. As most children will usually take 3 years to cover the experiences and outcomes within each level, assessment is an ongoing process.

National Standardised Assessments

The Scottish Government developed set of nationally standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

Our children in P1, P4 and P7 shall use the online assessments as part of monitoring their ongoing progress and these focus on aspects of reading, writing and numeracy. Teachers will use this information, alongside a wide range of other assessment information, as we share with you how your child is progressing with their learning (as part of the normal reporting process in our school.)

9. Support for Pupils

Abernethy Primary and Nursery School aims to provide a safe, inclusive and nurturing environment to ensure all pupils are able to benefit from the opportunities provided.

At times all children may experience barriers to their learning or social development. Children who may benefit from extra support are identified during assessment which is an everyday integral part of learning and teaching in Abernethy Primary School and through tracking discussions with class teachers, senior management and the Primary Pupil Support Teacher (PPST). When a class teacher notices that a child is experiencing a barrier to learning, he/she will employ a range of strategies to support the child. If after some time these strategies are not working, the class teacher will make a referral to the PPST.

Referrals may be made by class teachers and/or parents/carers. Parents should discuss any concerns with the class teacher first who will then initiate the referral process through the Primary Pupil Support system. Parents will be kept informed of any assessments/referrals to

other agencies, such as Speech and Language, Educational Psychologists, and so on. Abernethy School values the partnership of parents, support staff and other agencies in working together to meet additional support needs.

Pupil Support Assistants may offer additional support to individual or small groups of children following recommendations from the class teacher/PST. For children who have an identified need, additional support meetings will be held where consideration will be given to the appropriate support and planning required. A Child and Young Person's Plan (CYPP) may be opened at this time.

In addition to these procedures, please view [authority information on additional support](#).

School Contact for additional Support Needs: Mrs Morag Hodgkinson (Principal Teacher)

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

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

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

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

10. School Improvement

The main achievements of Abernethy 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 school website. This outlines how we continue to progress with learners' attainment and achievement particularly in relation to literacy, numeracy and health and wellbeing. blogs.glowscotland.org.uk/pk/AbernethyPS/

Our Nursery and Primary provisions were inspected by Education Scotland (HMI) and Care Inspectorate in March 2016.

HMI evaluate a school's capacity to improve and answer the following questions:

- How well do children learn and achieve?
- How well does the school support children to develop and learn?
- How well does the school improve the quality of its work?

Our school also uses these questions to evaluate our own work and to look at ways in which we can improve.

Our Nursery was also inspected by the Care Inspectorate in August 2023. We were awarded Very Good for both Quality of Care and Support and Quality of Staffing.

The School Improvement Plan and Nursery Improvement Plan outline key priorities which are undertaken to improve the quality of work and outcomes for learners. These can be accessed on the school website and are displayed in the school.

11. School Policies and Practical Information

School Policies and Rationales

We have various documents that set out to make our procedures and practices known to all. Our school policies are available to view on request and will be shared on the School website where appropriate.

Arrangements for Emergency Closure

- Early Closures, such as severe weather conditions like heavy snow, wind, floods.

If the school has to close during the school day, parents or emergency contacts will be informed via a text service to mobile phones: please ensure that the school office has an up-to-date mobile phone number for you. We will aim to get this information out to parents on the website, EduSpot or Groupcall.

- Closures outwith school hours, such as severe weather conditions

Detailed information about such [school closures](#) will appear on the Council website.

Detailed information will be issued annually, usually November and is [posted on our school website](#).

In the event of the school remaining open during heavy snow, parents should make the decision of whether or not to send their child to school based on the safety of walking conditions on the roads and pavements; our school playground will be in a similar condition.

Emergency Arrangements

In the event of an emergency (if your child becomes ill or has an accident for example) or in exceptional circumstances, the school may need to contact parents or emergency contacts; on rare occasions it may be necessary to send every child home. It is, therefore, most important that parents keep the school informed promptly about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts. Please contact the school office to do this, on 472676.

Please take note of the Council website, which will also inform parents/carers of blanket closures or school specific closures across the Authority.

Useful Contact Numbers

- Radio Tay
AM frequency 1584 and 1161 or FM frequency 96.4 and 102.8
- Perth and Kinross Council Customer Service Centre
Number for parents is 0845 3011100 (calls charged at local rate) or 01738 475000 (main Council line). Available from 8am to 6pm, however this line may operate from 7am in exceptional circumstances.
- Perth and Kinross Council website: www.pkc.gov.uk

Widespread conditions

Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk and going to the link 'Information for you' listed at the bottom of the page, and then into the link 'school closures'.

X (formerly Twitter) @PerthandKinross

Radio Heartland FM 97.5, 106.6

Used if schools closed are within an area known not to receive Radio Tay signal

Radio Central Not applicable FM 103.1

Organisation of School Day

9am to 10.40am Learning time

10.40am to 10.55am Break

10.55am to 12.15pm	Learning time
12.15pm to 12.45pm	P1 to P3 lunch, P4 to P7 outdoor break
12.45pm to 1.15pm	P4 to P7 lunch, P1 to P3 outdoor break
1.15pm to 3.15pm	Learning time

Please see section 11 for further details about the start and end of day routines.

Water Bottles

Pupils are requested to bring a named water bottle into school. It is appreciated if pupils could please bring water only in the bottles. If health circumstances means your child requires an alternative to water, parents are asked to discuss this with the school first.

Uniform and Clothing

School uniform is worn at the request of the school and desire of parent body. Our school uniform is as follows:

- Black or grey shorts or trousers
- Black or grey skirt or pinafore (knee-length)
- White polo shirt, shirt or blouse
- School tie (available to buy from Stevensons, Perth)
- Red cardigan/jersey (red sweatshirts with embroidered school badge for P1 to P7 are available to order online from www.imagescotland.com/)
- Summer dress (red and white check)
- Black shoes or black trainers
- Indoor shoes, for example plimsolls

PE Kit

For PE activities the uniform is dark shorts and a plain white T-shirt. Football strips/colours are not permitted to be worn in school for PE. Bermuda type shorts and baggy T-shirts are not suitable for apparatus work as they may catch on equipment. As PE activities take place outside all year-round pupils should bring a tracksuit or similar and training shoes for outdoor PE activities. Children are still being encouraged to wear their PE kit to school on days when they have gym. This is why we encourage children to wear plain colours. Long hair should be tied back for PE.

Jewellery

All pupils are discouraged from wearing jewellery, in particular hoop/dangling earrings. For Health and Safety **no** jewellery or oversized headwear/bows are 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.

Educational Trips

Class teachers often arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Parents may be asked to contribute to the cost of these trips. Mindful of cost implications we will seek to source educational visits that offer subsidies and ensure all such visits provide value for money. When a child enrolls at Abernethy Primary School their parents/carers are asked to sign a blanket consent form covering school outings. This may be used to cover spontaneous outings, such as a walk to collect leaves, a trip to the local park and other planned outdoor learning activities. It is our practice that wherever possible we always issue a separate permission slip for class outings, football team fixtures and so on.

A residential activity break is usually organised annually for P7 pupils and details are provided to parents at time of booking the event.

Homework/Home Learning

It is the policy of Abernethy Primary School to offer home-learning tasks to all pupils. It will be assumed that all parents are in agreement with this policy unless they inform the school otherwise. Homework will be sent home in a jotter, as that is what most parents requested at our latest parent/carer information gathering. Homework is set with the following in mind:

- Parents who are involved actively in their children's development will improve their learning. This includes playing games, involving children in shopping tasks, baking, gardening, and so on.
- There is a clear advantage in having one-to-one input in supporting school activities. This is especially the case with early reading.
- Teachers will indicate which aspects of learning that would benefit from adult support at home. This will be included in the bulletins to parents, showing how parents can help and also on Learning Journals at times.
- Homework will be a part of regular planned weekly activities.
- The time spent on homework tasks should generally not exceed 30 minutes per evening for older pupils.

- Tasks may include extra practice in reading, spelling, times tables or research tasks, preparing a talk, learning a poem, active learning tasks etc.
- Homework will vary according to child's ability and development. Reading practice and activities will be set according to the stage of development and needs of the individual pupil. As every pupil progresses best at their own pace, reading books will be allocated according to the teacher's judgement rather than to a set timescale.
- Your co-operation is sought in ensuring that home learning is completed in time and to a reasonable standard, though as independently as possible.
- When completing homework, please aim for a distraction-free environment – turn off the TV and possibly set a timer (to benefit concentration and attention) and complete work at a table.

Aims of Homework/Home Learning are:

- consolidate school learning experiences at home
- investigate and prepare work in advance of a lesson to make effective use of class time
- to give parents an opportunity of observing the pupil's current work, skills and abilities

We hope home-learning tasks will support the partnership between home and school and will encourage children to take increasing responsibility for their own learning.

When children are ill or on holiday, it will not be the normal practice of the school to send work home.

Should children require access to particular resources for the completion of homework, school will endeavour to supply this. If a child needs access to digital technology, please do let us know.

School Meals

School Meals are provided by Tayside Contracts. Meals are free to all pupils within Nursery-P5. Pupils order their meals in school on the day and parents who are paying for meals are asked to do so on ParentPay. The menu is available for families to plan ahead, on the school website and via EduSpot and Groupcall.

Nursery children are provided daily with free milk, snack and lunch, also provided through Tayside Contracts.

School Clubs/After School Clubs

Perth and Kinross Council Active Schools team can offer a range of after school clubs at various times of the year. The type of clubs offered is normally sporting and depends on the expertise of staff/volunteers willing to take a club. Any parent wishing to support in delivery of an after-school club is welcome and should contact our Active Schools Co-ordinator David Paul by emailing DPaul@liveactive.gov.uk.

The allocation of places in a club is decided by Active Schools or the staff member running a club.

Several activities are organised throughout the year on a voluntary basis by parents and teachers or through Active schools. These have included in the past: Netball, Football Games/Gymnastics, Dance, Hockey and Badminton.

Pupils wishing to attend a club will complete a registration form. Parents **must** notify the school about absence, saying which club they are expected to attend so that the organising volunteers know who to expect.

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 currently at the main front entrance door and must ask that all parents enter by this door. Entry to school is only during the hours of 9am to 3.15pm due to office staffing/opening hours, unless you have a prearranged meeting with a member of school staff outside 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, we encourage children not to open 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 and Kinross Council ID badges. Pupils and staff also sign in and out the building during the school day, such as for home lunch.

Access into our playground is secured through gates that lock during school hours. This provides our learners with the opportunity to access our varied grounds in safety.

Start and Finish Times

The Nursery and School day both begin at 9am. Nursery parents should enter via the Nursery entrance door (front of the school) with their child to help settle them for the session.

This is also a valuable time to chat with your child's key worker if need be. Nursery children should be collected at the end of the day at 3pm.

P1 to P7 pupils enter the playground via the school gate any time from 8.40am onwards. Only children are to be in the playground at this time. Younger pupils (P1 in particular) should be escorted to school and not left in the playground before 8.50am at which time there is a member of staff on gate duty. P1 to P7 are escorted to the main gate at 3.15pm at the end of the day. Parents who collect children should arrange a 'meeting place' where they are visible to their child.

Children are reminded that if no adult is there to collect them, they wait with staff at the gate until a known adult appears, otherwise the child will return to the school office with staff and we will phone you. If you are running late, please contact the school office to let us know before 3.15pm.

Parking close to our school can be difficult. For the sake of our neighbours, we ask that parents and adults who drop off/collect children by car do so in a respectful way. Please do not block driveways nor stop in unsafe places. Children should not walk through the staff car park on their way to/from school. Parents/Carers should not park in the staff car park.

12. Child Protection

GIRFEC

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

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

These 8 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 these indicators are often known and displayed as the 'wellbeing wheel'.

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. This could be in the form of creating a CYPP (Child or Young Person's Plan). 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. This will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

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.

It is our duty of care to the young people we work with, to report if we think any child has come to harm. Child protection is about preventing the risk of harm, or significant harm, to the health or development of a child or young person. Harm can result from one specific incident, a series of incidents, or an accumulation of low-level concerns over a period of time. All citizens have the duty to report any concerns about a child's wellbeing to those who might help – the phone number of Duty Child Protection is 01738 476768.

A member of staff in each school has been appointed to be responsible for Child Protection matters. In our school those staff are: Mrs Fiona Whittet (Headteacher and designated Officer Child Protection) and Mrs Morag Hodgkinson (Principal Teacher and designated Child Protection Officer). Both can be contacted on the school number - 01738 472676.

Should you wish to talk further about Child Protection and the safety of children please feel free to contact the school, or the number above. As a school we have good contacts with School Health professionals, Social Workers and Police, any or all of whom may become involved where support is required. We will always ensure that you are appropriately informed and participate in any action which we may initiate regarding your child. Please see our school website for further information about Child Protection.