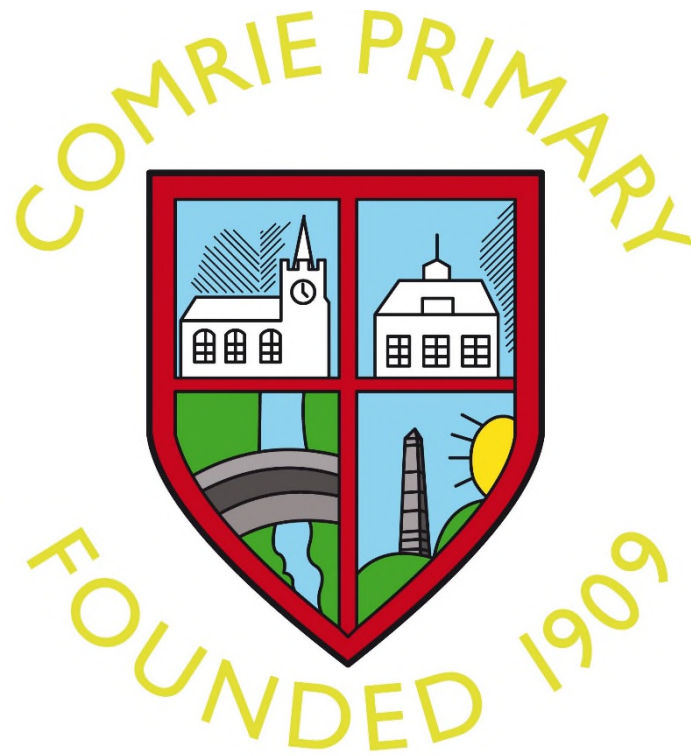


Comrie Primary School



School Handbook Academic Session 2024/2025

School Information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parent about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

Everything in **bold** must be included in the school handbook as it is a legal requirement or something that the local authority wishes to include. Everything else is additional information that the schools may wish to communicate to parents and carers.

We must post a copy of school handbook on the Perth & Kinross Council website. Schools may also have them posted on their own website, Glow, blog etc. Handbooks must be made available to parents by the 8th of December each year.

On request, schools must make available to parents a hard copy if they want one, a version in an alternative format e.g. Braille, or translated into a community language other than English.

There is an expectation that you will involve parents and pupils in developing and producing the Handbook.

1. Introduction
2. Delineated Area
3. **Contact Details**
4. **School Ethos**
5. **Parental Involvement**
6. **Transitions**
7. **The Curriculum**
 - a) Language
 - b) Maths
 - c) Environmental Studies
 - d) Expressive Arts
 - e) **Religious Observance**
8. **Assessment & Reporting**
9. **Support for Pupils**
10. **School Improvement**
11. **School Policies and Practical Information**
12. Name of Child Protection Officer

Introduction

Dear Parents

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

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

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

Staff are always willing to make themselves available to discuss any aspect of your child's development. For minor and very short queries it is often possible to speak to the teacher before or after school when the children line up. If a confidential matter needs to be discussed, or if you require a longer time please arrange for an appointment. We always try to see or to speak with parents as required, but if we are not available it may be necessary to make an appointment. Please call in at the office to do this or telephone if this is more convenient.

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

Heather White
Headteacher

Delineated Area

Our catchment area includes Comrie and St. Fillans and outlying areas towards Lochearnhead and Crieff; for more information please contact the school on 01764 661450.

Contact Details

Comrie Primary School is a non denominational school. The present school roll is 106 Primary 1 to Primary 7 pupils. There are also five full day sessions available in nursery. At present the Nursery has 14 pupils registered and can take up to 16 in each session.

Comrie Primary School
School Road
Comrie
Perth
PH6 2LZ
Telephone: 01764 661450
Email comrie@pkc.gov.uk

Visit our website at www.comrieprimary.org.uk

Headteacher

The school's Headteacher is Mrs Heather White. The Headteacher can be contacted by telephone on 01764 661450 or by email at comrie@pkc.gov.uk

Parent and Friends Association

Comrie Primary School parents work in partnership with the school through the Parents and Friends Association (PFA). Meetings are held regularly, at least once a term, and all parents are welcome at these meetings. Meetings include discussions on school issues and also the organisation of fundraising events for the school. Further details can be obtained through the school office.

Current PFA office bearers:

Chairperson: VACANT

Secretary: Susie Kilgour

Treasurer: Helen Moran

Parental Concerns

Any parent who has a concern is encouraged to contact the Headteacher to discuss this. The Headteachers operate an 'Open Door Policy' and are often able to see a parent on request. If this is not possible the parents will be given an appointment or the Headteacher will phone the parents as soon as possible.

At the meeting the Headteacher will make a note of the concern and will relay any appropriate actions that need to take place to the parent. These will be followed up and if necessary, the Headteacher will then contact the parent to inform them of the outcome. Parents are also able to email the Headteacher with their concern. This will usually be followed up with a phone call from the Headteacher. If parents are not satisfied with an outcome, further meetings can take place where every effort will be made to resolve any issues.

Should a satisfactory agreement not be reached, and parents wish to take this further, they should contact the Quality Improvement Officer for the school at Pullar House, Perth 01738 475000 (Education).

Procedure in the Case of Pupil Absence or Sickness

If your child is unwell and unable to attend school, please notify the school directly by one of the following methods- phoning 01764 661450, emailing the school at comrie@pkc.gov.uk or emailing through the school app. This should be done before 9.00am. Please do not send a message with one of your child's friends. A message can be left on the answer machine if the office is unattended and this will be passed onto the class teacher.

If your child is expected in school and does not arrive the class teacher will notify the office and you will be contacted by school staff to ensure all is well. If the school is unable to contact you over 3 successive days and determine the whereabouts of your child, we may need to enlist the support of other agencies e.g. the police or social work to ensure all is well.

If your child has been at home for lunch and becomes unwell during this time, please contact the school to inform us that they will not be returning for the afternoon session. Pupils who have been absent or sent home with sickness and/or diarrhoea should not return to school until they have been clear of symptoms for a full 48hrs – this is in line with authority policy.

If a pupil is removed from school before the end of the day for any reason parents are asked to sign them out under health and safety procedures.

The complaints procedure

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

www.pkc.gov.uk/complaints

If a problem arises, the complaint should either be made to the Class Teacher or to the Head Teacher. This complaint will be recorded, detailing the nature of the complaint, when and by whom. This will be dealt with in a sensitive manner and action reported as a result.

Complaints received in writing will be acknowledged and dealt with in a sensitive manner and action reported as a result within 5 working days of the complaint being received.

If the problem is not resolved, the complaint must be put in writing to Perth and Kinross Council, who will carry out an investigation, within 20 working days.

Users of the school should be able to complain effectively without fear of victimisation. We like to promote an environment of mutual trust, respect and open communication. The school, to improve the quality of the service, welcomes suggestions and comments. This can be done by discussion with the staff and will be reviewed during staff meetings.

Visiting the School/ Enrolments

Parents of prospective pupils are encouraged to visit the school prior to enrolment. Please telephone the office to arrange a suitable time.

Parents of new entrants to Primary 1 are invited to school in January to enrol their child for the following August. Information about enrolment arrangements are circulated within the village and local press and are detailed below for 2024/25 under Primary School Enrolment. It is necessary to show both the pupil's birth certificate and proof of address when enrolling online. Many Primary 1 entrants will have been attending the Nursery class, so will be familiar with the surroundings. Children who attend our nursery class will also have taken part in many whole school events throughout the year such as assemblies. Invitations will be extended nearer the time of entry for children and parents to come along for a familiarisation visit and parents will then have the opportunity to raise any questions they may have.

For pupils transferring from other areas, it is helpful if they can bring examples of their work with them when they start, as this helps their teacher gauge their present level, prior to the records arriving from their previous school.

Deferred Entry into Primary 1 may be appropriate for certain children; details for 2023/24 are included below.

Primary School Enrolment

The 2024/2025 school year starts on Wednesday, 14 August 2024. A child is of compulsory school age on the first school entry date from his/her fifth birthday. If his/her fifth birthday falls on or before the last day in February 2024, he/she may attend school from August 2024, or alternatively, his/her parents may delay the registration until the beginning of the next school session. Parents/carers should seek advice from staff at their nursery if they are considering deferred entry.

Parents/carers should visit the Perth and Kinross Council Website to register online. Proof of address and your birth certificate will be requested.

Placing Requests - Primary

Should parents/carers wish their child to attend a primary school other than their local catchment area school, they must submit a placing request and should not register their child at the local catchment school.

Transfer to Secondary School

Parents/carers of children who are transferring to secondary school education on Wednesday, 14 August, 2024 will be advised by letter in January 2024 of the school in which their child has been allocated a place. Should parents/carers wish their child to attend a secondary school other than their local catchment area secondary school, they must submit a placing request even if their child already attends an associated primary school of the chosen secondary school.

Placing Requests - Secondary

Parents/carers who wish to make a placing request for their child to attend a school other than their local catchment school for school session 2024/2025 must submit a placing request application no later than the designated date in mid-March 2024. If you submit a placing request and do not receive an acknowledgement within two weeks, please contact the address below.

Placing request application forms are available from Perth & Kinross Council's website www.pkc.gov.uk/article/17301/Placing-request or from any Perth and Kinross Council School, or from the address detailed below.

Information Available to Parents/Carers

Details on school catchment areas and further information on enrolment/transfer procedures and placing requests is available from Perth & Kinross Council's website www.pkc.gov.uk , or from any Perth & Kinross Council school, or from the address detailed below:

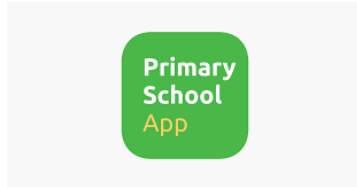
Schools Support Team
Education & Children's Services
Pullar House, 35 Kinnoull Street,
Perth PH1 5GD
Telephone 01738 476200
Email ecsschools@pkc.gov.uk

Communication with Parents

We encourage parents to regularly speak informally to their child's class teacher. A good time for this can be at the end of the school day after pupils have been dismissed. Parents are very welcome in the school and are encouraged to be involved in the life of the school.

The school offers many opportunities throughout the year to communicate with parents. These include:

School App



This is our main communication channel. All school and class information will be sent out via our app. This can be downloaded onto your phone and notifications set up so that you get information relevant to your child's class.



See-Saw

This app is your child's on-line learning journal. It provides regular updates on your child's learning journey. We encourage parents to like the updates and provide feedback and comments for your child.



Website

<https://www.comrieprimary.org.uk/>

On our school website you will find links to documentation and policies including our School Improvement Plan, Standards and Quality report and our school handbook.



Curriculum Leaflet

These are sent out termly and loaded onto see-saw as the class begin new learning contexts



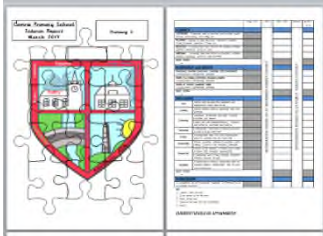
Parents Evenings

We have parent's consultation evenings in November and March. If you would like to discuss your child's progress at any other time during the school year, please contact the school office to arrange a mutually convenient time.



Parental Focus Groups and Engagement Sessions

There are regular opportunities throughout the school year to share your views and opinions on your child's learning experience. Information is gathered through surveys, questionnaires as well as opportunities to attend our parent focus group sessions, held termly.



Reporting

Your child will receive an interim report twice a year in November and March with their final report in June.



Message us on WhatsApp

Parent Friends Association and Communication

Each class has a PFA representative. These representatives have set up a Whats App group for all parents of that year group as a means of asking and seeking information. This is over and above termly meetings to which all parents are welcome to attend.



Parent Pay

www.parentpay.com

Our School is trying to be cash free and so use an online payment service. Each child receives their own activation letter containing details that enable you to set up your parent pay account. We now also provide permission for school trips via this app

School Ethos

Our **Aim** is to ensure all our children learn in a **safe, fun and inspiring** learning environment and to foster an **I CAN** attitude.

Vision, Values and Aims

Our **Vision** for our **"I CAN"** learners is to leave Comrie **ready** for all that is ahead of them and be able to approach life, **safely** and **respectfully**.

We will do this by supporting our children to follow these **Values**.

Inclusive Creative Ambitious Nurturing

As a Right Respecting School classes create their own classroom reinforcing our school values and ensuring our children are **Respectful, Safe and Ready** for all that life has ahead of them.

We encourage children to become:

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

Comrie Primary School provides a very welcoming and nurturing environment for children to learn in. The children feel safe, respected and listened to by the staff. The school offers a variety of after school clubs and activities, which enable pupils to develop new skills, extend their interests and which contribute positively to their Health and Wellbeing and Wider Achievement.

Staff are sensitive to children's social and emotional needs and promote equality and fairness across the school. All staff work as a team and use a range of approaches very well to ensure that vulnerable children enjoy school and achieve success.

Children's achievements are celebrated through a variety of ways including:

- Recognition at assembly
- Above and Beyond Boards
- Prize Giving awards
- E-Profiles
- Celebrating success walls

Comrie Primary School is a nondenominational school, but we have very good links with the local Parish Church. The Church minister Reverend Craig Dobney represents Comrie Parish Church. A Christmas and Easter service for the school are also held in the Church. The Church space is sometimes used to 'House' school productions.

Community Links

Our learning community consists of everyone who has a stake hold in our children's learning. We actively encourage partnerships with our learning community to enhance the learning experience of all of our children.

The school has very strong links with the community. These links are used to broaden and extend learning opportunities available to the pupils. Through initiatives within the school such as Committees, gardening and Fabby Friday activities, pupils are able to work in the local community and community members are able to work in the school with the pupils.

The school greatly values the input of our community helpers and their commitment to our school. Through the work and initiative of these helpers, children in Comrie Primary School feel they make a positive contribution to the Ethos and Life of the school and the community. This is a very important initiative within the school and provides excellent learning opportunities for the pupils. The school has Green Flag Status through the hard work of all pupils under the co-ordination of the Eco Committee.

This Session We have launched our Values Committees:

- Inclusive
- Creativity
- Ambition
- Nurture

Other community links with the school include:

- Local church
- The Local Library

- Wild Hearth Bakery
- Comrie Croft
- Tomna'ha
- The Silver Circle
- Choir
- Cultybraggan
- Dalginross House
- Comrie Development Trust
- Comrie in Colour
- Comrie Horticultural Society
- Local Landowners
- Countryside Rangers

Relationships Policy

As a learning Community we strive to create and maintain an ethos where all pupils respond well to learning and teaching experiences because they feel nurtured, safe, secure, valued and have opportunities to succeed.

We focus on, high expectations, pupil responsibility, self- regulation, as part of our nurturing and restorative philosophy. Each member of our school community is an individual and is recognised and treated as such.

Restorative approaches are used extensively at Comrie Primary School so that children can resolve any issues between peers and develop those feeling of self- awareness and empathy towards others.

Our three school rules Respect, Safe and Ready are central to our relationships policy, and are used universally across the school to promote our high expectations of staff, pupils and parents.

We work together to achieve this by developing a shared sense of identity and a positive community spirit. This policy has been formulated to provide a basis on which to support our pupils and allow them to achieve all they can.

Our Safety Expectations

- The 'Lollipop Lady' must always be used when crossing Drummond Street.
- Pupils who cycle or use their scooters to come to school must not ride their bikes or scooters in the playground or when crossing the road.
- Pupils must walk at all times inside the school buildings.
- Footballs are only to be used in the back park.
- No back park in wet weather.

Parental Engagement

Parents, carers and families are by far the most important influences in a child's life. Their support plays a vital role at all stages of education.

The active involvement of parents can help promote a learning community in which children and young people can engage positively with practitioners and their peers.

Parental Volunteers

We are exceptionally fortunate to have a thriving boys and girls football club and a bike club, run solely by a team of Parent Volunteers. We also have parent helpers who come into the school on a regular basis and are involved in many other school activities, including assisting

with football club, book club, mandarin club, art & craft activities, reading to pupils, library, pupil committees, gardening, outdoor learning, transport, school trips, the annual sports and other inter-school events. If you would like to provide a club for our pupils, then please speak to one of the Headteachers.

Parent and Friends Association

Comrie Primary School has an active Parent and Friends Association and enjoys considerable support and co-operation from parents in all its activities. This year's PFA Chairperson is Louise McLaren. All parents are members of the association and the committee is elected at the Annual General Meeting, which is held early in each session. The committee meets regularly through the year and organises social, educational and fund-raising events, as well as discussing school issues. The additional funds raised provide extra resources for the school and support us greatly in transporting pupils to access learning opportunities outside Comrie. Our meetings currently take place via Zoom. Every class in the school from nursery to Primary 7 have a parent representative who attend meetings. If you have a question or suggestion or something you would like to be discussed these can be brought to the meeting by the parent rep.

Sharing the Learning Events

The school recognises and values the important role parents play in the education of their children. We believe that by working in partnership with parents our pupils' education will be enhanced. Several times throughout the school year, we welcome parents into the school to share learning by observing and participating in activities alongside their child in class. Afterwards there is an opportunity to meet with Headteachers over a cup of tea.

Seeking the Views of Parents

Parents' views on how the school can improve on its work are greatly valued and opportunities to gather parental views are regularly organised, including our parental focus groups, question of the month, curriculum evenings and Parent Contact nights to gather as many views as possible. Informal contacts with the Headteacher are always welcome.

Meet the Teacher/Curriculum Evenings

Curriculum evenings and Meet the Teacher evenings often include information about the way areas of the curriculum are taught to enable parents to engage in conversation with their child about learning and to give parents an insight into current initiatives and ways in which they can support their child's learning at home.

E-Profiles

A profile is a simple snapshot of a child or young persons' best achievements at a given point in time; it is one of the ways that learners' achievements are recognised in our school. The school uses Seesaw to share your child's learning with you. You are encouraged to comment on the learning that has taken place.

Open Door Policy

The school operates an 'Open Door Policy' and encourages parents to come into school to discuss any matters they wish. The Headteachers will try to see parents on request but will always contact the parents as soon as possible if engaged in another appointment. Parents are encouraged to sign pupils' homework on completion and to contribute to reading diaries. Open afternoons are well attended and provide parents with another forum for informal discussion within the classroom setting.

Further Information

Further guidance and information on parental involvement in school and in your child's

education can be found at:
www.pkc.gov.uk/parentalinvolvement

Transitions

The designated Secondary School for this area is Crieff High School at Strathearn Community Campus in Crieff. Comrie Primary school has close links with Crieff High School and various visits and transition opportunities are offered throughout the Primary 7 year. Reports and any additional educational or practical needs are fully discussed with all staff concerned prior to transition.

As part of the current transition arrangements Primary 7 pupils also spend two days at Crieff High School during the summer term when they follow their new timetable and get to know their new teachers and fellow classmates. The High School arranges a meeting for parents shortly after these days to answer questions and to show them around the school.

For identified pupils who may have any additional support needs enhanced transition is arranged as required in consultation with parents. This may involve extra visits or meetings and sometimes the process will begin in Primary 6 where this is deemed necessary.

Contact details for Crieff High School are:
Strathearn Community Campus
Pittenzie Road
Crieff
PH7 3JN
Telephone 01764 657600
Headteacher: John Donnelly
Email: crieffhigh@pkc.gov.uk
Website: <https://crieffhighschool.org/>

The Curriculum

Curriculum for Excellence

The term curriculum is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom. Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement



Interdisciplinary Learning

Children experience at least eight contexts for learning throughout their year. The contexts for learning follow a three year cycle. We build on our core skill foundations in health and wellbeing, literacy and numeracy through our wide range of rich learning contexts and learning experiences, providing children with a breadth and depth to their knowledge and understanding.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Wellbeing for all our learners.

Planning focuses first on contextualised learning experiences for the children, enabling links to be made between different curricular areas and bringing greater relevance to the pupils'

learning experiences. All pupils are involved in this planning process and then the teacher plans for core subjects and other learning which needs to stand alone.

A wide range of experiences are being provided for pupils within school and within community and global contexts, broadening learning opportunities. Staff often plan experiences and outcomes collaboratively for whole school contexts and also plan together where classes are working together – this may be to bridge composite classes but also to provide opportunities for peer working. This ensures learning is progressive throughout the school. It also gives pupils the opportunity to feed back across the stages on the learning that has taken place, giving a good picture of whole school learning. All staff have access to agreed planning guidance developed together to ensure consistency and progression throughout the school.

Pupils' progression throughout the Curriculum is tracked using the experiences and outcomes, broadly at class level, as well as at an individual level for Numeracy, Literacy and Health and Wellbeing, again to ensure continuity and progression.

Staff use a balanced and carefully chosen selection of learning and teaching methods including assessment for learning strategies and cooperative learning techniques to facilitate learning and to develop children's skills as learners. They use a mixture of whole class, group and individual learning as appropriate.

Curriculum for Excellence has enabled the pupils to learn about topics of their choice as well as enabling the school to develop whole school and cross stage themes. Pupils are encouraged to plan what they want to learn through the use of "What we know/ what we want to learn/what we have learned" planning. This adds relevance to their learning and helps to ensure progression.

| | Year 1 Session 22/23 | Year 2 Session 23/24 | Year 3 Session 24/25 |
|----------------|--|---|--|
| Term 1 | Healthy Start/Marvellous me Learning Powers | Healthy Start/Marvellous me The Motivated school | Healthy Start/Marvellous me Growth Mindset |
| | Shaping our Nation (Comrie and St Fillian's through the ages) | Shaping our Nation (People in the Past) | Shaping our Nation (Impact of Religion) |
| Term 2 STEM | Let's Investigate:-Inspirational Engineering and Maths, (Physical Sciences) Bridge building, houses and homes, railways, electricity, waves, magnets, forces, Careers link | Express Yourself Music | Express Yourself Art |
| | Christmas | Christmas | Christmas |
| Term 3 | Scottish literacy (Poetry Competition) Music and Landscape | Scottish Literacy (Poetry Competition) Cultural diversity (R.M.E) | Scottish literacy (Poetry Competition) Heritage and Tradition |
| | Express yourself Drama | Let's Investigate:- The Power of our Planet (Biological Sciences) Careers link, biodiversity, erosion, water, volcanoes, earthquakes, renewable energies etc) | Let's Investigate:- Wonders of the World; Our Body, Our Planet.(Chemical Sciences) Science & Technologies Careers link, body systems, planet systems and processes, changing states. |
| Term 4 | Interfaith Explorers (R.M.E) https://www.interfaithexplorers.com/ | Inventors, Architects and Designers (Physical Sciences) | Adventures and Explorers (Biological Sciences) John Muir (Loch Lomond and Trossachs National Park) |
| | Healthy Finish /Marvellous me | Healthy Finish /Marvellous me | Healthy Finish /Marvellous me |

Contextualised Learning Three Year Overview

Curriculum areas and subjects

Literacy

- Investment in high quality resources has been a priority for the school. For example, the Wordsmith Literacy resource offers high quality whole books (electronic and class sets) and novels covering all genres and enables teachers to plan for units of work. This is a fully integrated programme for reading comprehension, listening and talking, grammar and writing. This ensures that children learn to read and write in a systematic way and use the novels of excellent authors as a starting point in their own learning.
- In Primaries 5 to 7 literacy is supported using the Fresh Start Phonics materials for groups of children. This resource helps to support children who require additional input with literacy, building independence and confidence.
- To ensure a good match of reading ability to children's levels in guided reading, we have invested time and money in Book Banding all of our many reading schemes to ensure that there is progression and depth in reading for all children. We have also invested in additional schemes such as Big Cat, Floppy's Phonics.
- The school has access to the Accelerated Reader resource for Primaries 3 to 7. Accelerated Reader is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.
- Read Write Inc, Jolly phonics and Grammar are also used in the school to ensure planned rigorous progression for spelling, reading and writing.
- We have also invested in Nessy Spelling and Reading which provides targeted progressive learning in literacy and children are well motivated when they use it.
- Each class has a book area and the shared area in the hall provides library facilities as well as soft seating for children to have some quiet time and space.

Numeracy & Mathematics

In Numeracy and Mathematics, learning and teaching involves the use of a variety of resources with an emphasis on practical and interactive teaching. Number talks is used as a key resource to engage and support children in developing their mathematical thinking. Pupils have daily interactive mental maths experiences. This is taught as a core subject and pupils are given the opportunity to apply their knowledge and understanding in various meaningful and practical contexts including themed maths weeks. There is an emphasis on active learning with a balance of written and practical activities.

- We have invested in My Maths which provides interesting teaching and learning activities that is used by the early year's classes. Again, this provides progressive learning experiences for all area of the curriculum and children are well motivated when they use it.
- This session we are trialling a range of resources that promote a teaching approach to maths that allows children to move from a pictorial understanding, using concrete materials to then the more abstract representation of mathematical concepts.

Social Studies

Over the year, planning for this area includes teacher based topics, pupil choice of topics and whole school themes. Learning in this area is linked to other areas of the curriculum and pupils are encouraged to investigate areas that are of interest to them.

Science

At present science is taught by the class teacher as part of our learning contexts.

Expressive Arts

Class teachers also plan and deliver lessons in Art, Music and Drama linking these to skills development, other curricular areas and pupil interests.

Religious and Moral Education

A wide range of religious, moral and ethical issues are explored in Religious and Moral Education covering Christianity, Other World Religions and Personal Search. Pupils consider the views and beliefs of others and gain tolerance and understanding through this subject area.

Health and Wellbeing

Health and Wellbeing encompasses PE and Health Education. The purpose of this area of the curriculum is to ensure that pupils begin to develop the skills and tools they require for mental, social and physical wellbeing now and in their future. The school has developed its own programme for Health and Wellbeing. Many areas are embedded in everyday school practice and the school ethos. In PE Perth and Kinross has developed an excellent package which is used by teachers and visiting specialists alike.









Technologies

Our school is equipped with computers and iPad's and interactive whiteboards in all classrooms and an ICT bay in the main area near the library houses extra computers for pupil use. A programme of ICT skills is taught where possible through work in other subjects but occasionally in stand alone lessons. Pupils also have access to cameras, digital microscopes and scanners. Opportunities to use ICT in practical applications as part of committee work e.g. website building and school magazine work are also provided. Technology plays an increasing role in pupils recording and sharing their learning.

Educational Visits

Throughout the year educational visits are encouraged to support the curriculum and to broaden the pupils' experience. We take part in different sporting activities throughout the year which can include football, athletics, netball, curling and swimming, depending on availability.

Skills Development and Learning Dispositions

| | | | |
|---|---|--|--|
| Icon 1 | Self-Management | Icon 2 | Team Working |
|  | Accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning. |  | Respecting others, co-operating, negotiating/persuading, contributing to discussions, awareness of interdependence with others. |
| Icon 3 | Communication and Literacy | Icon 4 | Problem Solving and Creative Thinking |
|  | Application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning. |  | Analysing facts and situations and applying creative thinking to develop appropriate solutions. |
| Icon 5 | Application of Numeracy | Icon 6 | Application of IT |
|  | Manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae). |  | Basic IT skills, including familiarity with word processing, spreadsheets, file management and use of Internet search engines. Use of job specific software. |
| Icon 7 | Presentation Skills | | |
|  | Presenting information clearly and effectively is a key skill in the work place and presentation skills are required in almost every modern employment area. Information could be presented in the form of notes, reports, business plans, and formal PowerPoint presentations. |  | The 'Globe Icon' is not part of the skills framework, but represents the need to develop <i>global citizenship</i> fostered by a global perspective. |

Ethos and Life of the School

Children have regular opportunities to work in vertical groups through Fabby Friday activities and through Committees. These opportunities encourage a variety of skills including working with others, leadership, enterprise and problem solving, all of which contribute to skills for learning, skills for life and skills for work. This skills based learning is enjoyed and valued by the pupils and is important in developing the children's self esteem and confidence. All pupils benefit from this either through using and developing their skills to help one another or through learning by watching others. The environment is supportive and purposeful making children feel they have a real say in how things in the school work.

Pupils are also increasingly demonstrating the skills they have developed in curricular areas such as Numeracy, Literacy and Health and Wellbeing throughout the life and work of the school.

Outdoor Learning

The School is committed to play based indoor and outdoor learning and is being developed as an integral part of the curriculum. In this last academic session the school, with the assistance of the PFA, has successfully secured funding to re build our Outdoor Classroom a polycarbonate structure called the 'Crub'. The 'Crub' has now been completed and plans are in place to make the most of our new outdoor space. In addition to this the school has access to 17 acres of woodland adjacent to the school. Pupils of all stages access this area on a regular basis. Several staff across the school have completed their Forest Schools Training to enable our pupils to make the most of their outdoor experiences.

Relationships, Sexual Health and Parenthood / Substance Misuse Education

The school has developed a stage by stage programme for learning and teaching about sensitive areas of health such as drugs and sex education. This was developed in full consultation with parents. All classes in the school undertake appropriate work on sex education at the same time, usually early in the summer term. Parents are informed about this in advance each year and are given an overview in order that they are fully informed about what their child will be learning and so that they can follow it up at home if they wish. Parents are invited into school to look at resources and to look at what will be taught.

Religious Observance

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate, as a school community, those things we value. They also provide opportunities for our pupils to reflect on matters of spiritual and moral concern. Through this, pupils can increase their understanding of religious practices and the experience which underlies them. From time to time visitors from other groups are invited to lead assemblies in line with school policy and on occasion this will be local ministers.

Parental Rights: parents are entitled to withdraw their children from religious education/ observance and should put such request in writing to the Headteacher.

Further Information

More information on Curriculum for Excellence at authority and national level can be found by following the links below:

www.pkc.gov.uk/article/17339/What-is-Curriculum-for-Excellence-
<https://education.gov.scot/>

Assessment & Reporting

Assessment

Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on learners' progress. This information is used to inform the next steps in children's learning journeys and is reflected in teachers planning. Pupils and teachers work together using a range of assessment approaches to monitor children's progress towards agreed targets in literacy, numeracy and health and wellbeing. Staff plan for assessment in all other curricular areas across a range of contexts and entitlements within the curriculum.

The role of pupils in self-assessment and identifying their own next steps is critical within the framework of Curriculum for Excellence. Pupils at Comrie take part in a variety of self and peer assessment across all curriculum areas. Children take part in weekly reflections of their learning and skills development. Teachers and pupils use a variety of methods to gather and report on children's progress and this supports judgements made by staff on children's level of achievement. Some of these approaches include-

- Observation of learners carrying out tasks and activities, practical investigations, performances, oral presentations and discussions.
- Self-assessment evaluations by learners or peers.
- Teacher assessment evaluations.
- Information from questioning.
- Written responses.
- Work produced.
- Discussions with learners.
- Formal assessments such as Scottish National Assessments and STAR Tests

P7 Profile

P7 pupils build up a record of their own individual learning and achievement ready to transfer to and build on at secondary school. This session this profile will take the form of a latest and best from their e-profile.

Celebration at Assembly

Weekly assemblies celebrate attainment and achievement through our values certificates. This can take various forms over the year e.g. team celebrations, committee presentations on aims, plans and successes, letters and comments from the community sent to the Headteacher commenting on pupil behaviour and out of school success.

Prize Giving Awards

A variety of awards from various sources within the community have been historically presented to pupils e.g. kindness cup / citizenship award / various awards for achievement in P7 in a range of curricular areas.

Reporting to Parents

At Comrie Primary School we consider reporting to parents to be an ongoing process which includes regular updates using See-Saw, sharing the learning mornings, curriculum evenings, and newsletters. Where teachers have concerns about progress, they contact parents at the earliest opportunity to discuss this. In addition, we invite you to discuss progress at parent contact evenings twice a year in November and March. Before each of these evenings you in receive a written report, detailing your child's progress, followed by a final written report in June.

The report in November and March will contain effort and progress information as well as the child's next steps. There will be comment from your child on their achievements so far too.

In June the report will contain effort and progress information, your child's next steps and comment from your child. In addition, the report will contain a written comment from your child's teacher summarising learning achievements from the year across all elements of the curriculum.

In between these periods you will be kept informed about your child's learning journey through regular updates on their See-Saw profile.

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

Support for Pupils

Key Adult

The key adult for your child is his/her class teacher. All enquiries should be made to the class

teacher in the first instance. An appointment may be made through the office to see the teacher at the end of the school day. Class teachers will make every effort to see you as soon as possible if you have a concern or question. If you wish to discuss your child's overall progress further, you should contact the Headteacher through the school office.

Meeting the Needs of All Pupils

Class Teachers meet the needs of pupils within their class through careful assessment, planning and through selecting appropriate learning and teaching methods to suit the styles of all learners. Class lessons are differentiated, and group work is carefully planned. To meet the needs of some pupils, teachers need to consult with relevant professionals who may offer classroom support or identify appropriate resources e.g. Pupil Support Teacher, Teacher of English as an Additional Language, Teacher for Hearing Impairment, Educational Psychologist etc. Within the school we also have a dedicated team of support staff who work under the instruction of the class teacher to help support pupils individually or within a small group in class.

Identifying Additional Support Needs

Class Teachers generally identify support needs at the earliest opportunity and bring this to the attention of the Headteacher, Principal Teacher or Pupil Support Teacher. If a parent raises a concern with the Class Teacher or Headteacher the follow up below also applies. The class teacher will be supported to undertake relevant detailed assessment to identify the specific needs of the child and to put in place appropriate support. Parents will be consulted and given information on the above. Some pupils may require an Individualised Educational Plan and this is followed by regular progress meetings which fully involve parents. In a few cases a child may require a Child's Plan or Coordinated Support Plan which enables professionals from a variety of agencies to work more closely together to co-ordinate support.

Comrie Primary is always strongly committed to providing a relevant and appropriate learning experience for all our children, and to working closely with parents at all times.

Perth and Kinross Policy on relation to Additional Support Needs

Perth & Kinross Educational & Children's Services has a policy entitled 'Additional Support Needs' which sets out the procedures for identifying and addressing an individual child's needs centred on a Case Conference involving parents, child, school, Education Department staff and specialist agencies where appropriate (e.g. Educational Psychologist, Health and Social Work Department). Further details of this can be found at www.pkc.gov.uk/article/17278/Schools-additional-support- Further advice can be obtained by contacting Pullar House, Perth on 01738 475000 (Education).

National Information relating to additional support needs:

<https://education.gov.scot/parentzone/additional-support>

Other advice can be obtained from the following organisations, which 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 www.enquire.org.uk

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

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

Pastoral Support

All staff have a duty to carry out pastoral support to pupils. At playtimes pupils are supervised by support staff. All staff have been trained in Child Protection Procedures and are committed to ensuring that pupils are happy and feel safe and looked after.

Safety Procedures

To ensure that pupils are safe there are several rules that need to be followed by all visitors to the school. These include:

- All adults entering the building are asked to sign in at the front office – even if you will only be here for a few minutes.
- When requiring access to the school building, we respectfully ask that all visitors show patience in waiting for the main door to be opened. Children are not permitted to open the door; this must be done by an adult.
- No vehicles are permitted to enter the school grounds during school hours. The pedestrian gate is open for all visitors. All other gates remain closed during school hours.
- The Melville Gate is opened just before 2.40pm to allow the school buses to enter the playground. The School Road gate is unlocked at 3.05 pm to allow the buses to leave. All pupils must leave by the Melville Gate exit while buses are present in the school playground.
- Parents are asked to respect current parking regulations outside the school, and also to take particular care of their children at the end of the day when school buses are leaving the playground.
- Parents are asked to collect their children from the class teacher at the end of the day unless they have permission to walk home. If you wish to have your child collected by another adult, please ensure you have informed the school.

Lunch Policy

Pupils in Primary 6 and 7 are allowed to go down the street to buy their lunch with parental permission one day a week. Currently Primary 6 have this privilege on a Wednesday lunch time and Primary 7 on a Friday.

Pupils are asked to sign a contract agreeing to keep the following rules:

- Eat healthy food
- Wear a coat in Winter
- Wear a school safety vest when out of school
- Bring purchased food back to school to eat in the resource room or classroom in Winter/benches in Summer
- Do not drop litter either in the village, school, resource room or classroom.
- Demonstrate good manner and politeness, in all shops and in the village. These manners should also be displayed whilst eating in the resource room or in the classroom.
- Behave appropriately at all times.
- Put all waste and rubbish in bins provided and pick up any items from the floor or table if they have fallen there.

- Fulfill monitoring duties
- Cross the road with the school crossing patrol

Parents are asked to sign a contract agreeing the following:

- The school will have no responsibility for ensuring the safety and wellbeing of children if they leave school at lunchtime;
- Parents will be responsible for taking whatever steps considered appropriate to ensure pupil safety if they leave school at lunchtime;
- The school will not be responsible for dealing with incidents outside the school which involve children, and which occur over lunchtime.

This privilege can be withdrawn, at any time, by parents or Headteachers if the above is not met.

It is expected that any child going home for lunch will be collected by an adult. Where a child is given parental permission to walk home unaccompanied it is expected that a responsible adult will be at home to supervise and ensure the safety of the child during this period.

Child Protection Procedures

All children have the right to be kept safe from harm. All staff working in our school have received training and regular awareness raising sessions on child protection procedures and are committed to ensuring your children are safe at all times. The officers for child protection in the school are the Headteachers. Schools are required to report if there is concern about any child. All staff are trained annually in Child Protection procedures. The school has good contact with school medical officers, social workers and the police, any or all of whom may become involved if appropriate. Further information and guidance for parents can be found on the Perth and Kinross website by following the link below:

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

School Improvement

HMI Report, June 2012

The school had a very positive HMI report in June 2012 identifying Comrie Primary as a very good school, with the following key strengths identified:

- A positive, caring and inclusive environment for learning.
- Partnerships with parents and the community that enhance learning.
- A rich variety of learning opportunities which focuses on developing skills.
- Highly skilled nursery staff who very effectively meet children's needs.
- Effective targeted support to ensure children with specific learning needs make very good progress.

This report can be viewed at:

http://www.pkc.gov.uk/media/31918/Comrie-Primary-HM-Inspection-Letter/pdf/Comrie_Primary_HM_Inspection_Letter

Learning and Achievement

In addition to this, other achievements of the school were recognised in our Extended Learning and Achievement Visit in September 2016, see following link.

http://www.pkc.gov.uk/media/31917/Comrie-Primary-Extended-Learning-and-Achievement-Report/pdf/Comrie_ELAV_Report_2016_final

The School 's standard and Quality report and the School Improvement plan can be viewed here:

School Policies & Practical Information

The following school policies can be viewed on the school website:

<https://www.comrieprimary.org.uk/>

- ICT Protocol Primary
- ICT Protocol Nursery
- Promoting Positive Behaviour

Information on the following authority policies can be viewed on the Perth and Kinross Council website: www.pkc.gov.uk

- Child Protection
- Health
- Additional Support Needs
- Attendance
- English as an Additional Language
- Grants and benefits
- Music Tuition
- Curriculum for Excellence

Organisation of School day:

Primarys 1 to 7

| | | | |
|-------------------|----------|---|----------|
| Morning session | 9.00 am | – | 12.30 pm |
| Morning break | 10.45 am | – | 11.00 am |
| Afternoon session | 1.15 pm | – | 3.00pm |

Nursery

| | | |
|-------------------------|-----------------|---------|
| Nursery Times 2024/2025 | | |
| Full Day | 9.00am – 3.00pm | 7 Hours |

Office Contact Details

Comrie Primary School
Tel: 01764 661450
Email: Comrie@pkc.gov.uk

School Meals

School Meals are prepared in Crieff Primary School and transported to the Dining Centre. The cost of a school meal (2 courses with salad, fruit and bread available) is currently £2.15 per day. Nursery to Primary 5 children do not pay for school meals. Nursery pupils are also provided with free snack. There are no forms to fill out for this age group as the provision is an automatic entitlement.

School meals can now be paid through ParentPay, our online payment solution. 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. Special medical diets are catered for if necessary. Parents should refer their child to the paediatric dietician via their GP if this is required. There can be no guarantee that the lunches are free of nuts.

Free school meals

Application forms and information about eligibility for free school meals are available in the school office or from the Perth & Kinross Council website www.pkc.gov.uk/freeschoolmeals

Uniform/Clothing

School uniform with the school badge can be ordered through the Tartan Shop in Crieff. The school badge was designed in 2004 by Fraser Gardiner, a past pupil. The badge shows the school, the White Church, the Ross Bridge and the Melville Monument, all of which are landmarks of Comrie village.

Girls

- Black skirt, pinafore or smart trousers
- Royal blue sweatshirt or cardigan
- White polo shirt
- Summer dress – blue gingham
- White socks, black tights
- Black shoes

Boys

- Black shorts or trousers
- Royal blue sweatshirt
- White polo shirt
- Black socks
- Black shoes

P.E.

- Blue T-shirt, black shorts and tracksuit trousers. Pupils also need clean indoor gym shoes for the White Church and outdoor trainers for the playground and back field. These P.E. kits should be left in school on child's peg.

Please remember to name uniform and gym shoes, as they all look alike.

Homework

Our revised home learning protocol is in direct response to extensive consultation with parents, staff and pupils.

- Our home learning has been designed around the four contexts for learning
- It responds to the majority view of parents, ensuring that the Comrie's home learning offer
 - Focuses on reading and numeracy
 - Consolidates learning that has taken place in class
 - Provides greater transparency over what the children's learning goals and targets are

- Allows the opportunity for children and families who are keen to learn and do more together to do so without these activities being a critical element of future class learning
- Encourages children to apply their learning dispositions and develop positive learning and study habits
- Should be completed over the course of a week, involving a weekend
- Celebrates personal and wider achievements that take place out of school
- Acknowledges that learning takes place everywhere and promotes celebrates this

Health Care

The school has a designated School Health Nurse, who is based at the Health Centre, King Street, Crieff and can be contacted on 01764 655535. The school nurse visits the school from time to time and is able to give advice to both the school staff and parents should they have any health concerns or require a referral to another health department. As part of the School Health Surveillance Programme pupils are reviewed in Primary 1 and Primary 7. This involves a parent questionnaire and screening of height, weight and vision. Additional checks may be carried out throughout the school years in consultation with the pupil and parents or carers.

Health Education and Health Promotion are an important part of the School Nurse's role and this takes place in partnership with the teachers as part of the curriculum. The SCMO (Medical Officer) now only reviews pupils either with known medical problems that affect schooling, those with a Record of Needs or those referred to them by the School Health Nurse.

Health and Safety

The Health & Safety at Work Act requires staff to ensure that school is a safe place for children. Many aspects of safety and responsible behaviour are included in class lessons. Fire drills are held regularly to familiarise pupils with the sound of the alarm and the procedure for evacuating the school building safely.

Should a child become ill at school or have an accident requiring more than minor first aid, parents will be contacted and asked to come to school. It is important that the emergency contact number is up to date in the event of parents not being available. Minor incidents requiring simple first aid are dealt with in school.

Our Health & Safety Officers are Mrs Billingham and Mrs White.

Medicines in School

If any medication is required to be taken within school hours, parents must hand the medicine into the school office and sign a form authorising the school to administer it. Members of staff have the discretion to decline to administer medication if they so wish. For reasons of safety, medicines should not be left in the possession of children. If your child carries vitamins or minerals, these should be clearly labelled with the name of your child and the contents identified. Parents are requested to inform the Headteacher if any medication taken at home is likely to have an effect in school (e. sleepiness or tiredness). This allows due attention to be given to the child and such information is treated in strict confidence.

Instrumental Tuition

At present we have a visiting woodwind specialist who comes to tutor P7 pupils once a week. Parents can apply for music tuition through the Council website. <http://www.pkcmusic.com/news/reminder-of-new-music-tuition-registration-link>

Arrangements for Emergency Closure

Parents will be contacted to collect their children from school, or give permission for another adult to take their child home. We have recently introduced an automated group texting system in order to reach parents as quickly as possible in the event of an emergency. Pupils using school taxis will be transported as soon as this can be arranged, after confirmation that an adult is at home. All pupils will be kept in school until arrangements can be made for them to return home or go to their emergency contact.

Severe Weather Conditions

In the event of localised and widespread severe weather conditions, parents are advised to anticipate closure and tune into or contact:

| Service | Contact Details | When Used | Other Comments |
|--|--|-----------------------|--|
| Radio Tay AM | Not applicable | All Instances | Frequency AM 1584 and 1161 |
| Radio Tay FM | Not applicable | All Instances | FM 96.4 and 102.8 |
| PKC Customer Service Centre – Number for Parents | 01738 475000 (main Council line) | All Instances | Available from 08:00 hours to 18:00 hours Mon-Fri however this line <u>may</u> operate from 07:00 hours in exceptional circumstances. |
| PKC website | www.pkc.gov.uk | All instances | Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk where closures will be flagged up on the Home page, or alternatively access the information on http://www.pkc.gov.uk/Schoolclosures |
| PKC Twitter and Facebook | www.pkc.gov.uk | All instances | |
| Radio Heartland | Not applicable | Widespread conditions | FM 97.5, 106.6 Used if schools closed are within an area known not to receive Radio Tay signal |
| Radio Central | Not applicable | Widespread conditions | FM 103.1 Used if schools closed are within an area known not to receive Radio Tay signal |

Emergency Contacts

It is vital that we have up to date information on your emergency contacts and that they are willing to receive your children in an emergency.

After School Clubs

The school aims to provide a series of 4-6 week after school clubs which cover a range of interests and ages. Provision varies from year to year but this session some of the activities we are offering are:

- Comic Club

If any parent has an interest, they would like to share as part of an after school or lunchtime club they would be welcome to come into school and discuss this with the Headteachers. There

is currently during lunch time a Pokemon and drawing club. In the past we have also offered orienteering, chess and tennis.

Sports and Outdoor Activities

In addition to curricular PE the school takes part in a variety of sporting activities at Local Management Group and Authority Level including swimming, orienteering, curling, football, tennis, cross country and athletics.

Committees

Pupils are fully involved in the decision making within the school through their involvement in weekly committees. This is well established, and pupils feel their involvement makes a real difference to the life of the school.

School Term Dates and Holidays

Please see following link for 2024/25 dates:

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

Name of Child Protection Officer

The Headteachers, Ruth Billingham and Heather White are the Child Protection Officers.

GIRFEC

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

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

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

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

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