



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



Dunbarney Primary School

Be Your Best Self



School Handbook Academic Session 2024-25



Honesty Ambition Respect Kindness

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The School Handbook is legally required to contain some information, and this is marked in bold. Those areas which are not marked are Perth and Kinross Council recommendations only.

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1. Welcome

We would like to take this opportunity to welcome you to Dunbarney Primary School and I hope that this will be the first of many communications in a continuing, supportive and effective partnership between our school, you and your child.

Our aim at Dunbarney Primary School is to support everyone in our community to:

Be Your Best Self

We strive each day to live by our agreed values of
Honesty Ambition Respect and Kindness 'HARK'

At Dunbarney Primary School we are committed to developing an understanding, appreciation and respect for Children's' Rights as enshrined in the UNICEF Charter, The Rights of the Child. In April 2021 we achieved recognition as UNICEF Rights Respecting School Gold Level – Rights Respecting.

We are proud of our positive ethos which is enhanced through our House and Buddy Systems. We always aim to welcome parents and the community to be involved in the life of the school. We are committed to working in partnership with parents to support the children in our care.

We have an Early Morning Drop Off Club run by parents for parents and an After School Kids' Club which is run by Perth and Kinross Council. Both are based in the General Purpose Room.

Early Morning Drop Off, please call 07704909639 for fees and further information.

Village Kids Club offers after school childcare, term time only, from 3:15pm until 6pm and is registered with the Care Inspectorate. The Kids Club offers a wide range of play activities, both indoors and outdoors to suit the individual needs of the children attending.

For further information please click here: <https://www.pkc.gov.uk/kidsclubs>

The purpose of the school handbook is to share information about Dunbarney Primary School with new and prospective parents. It contains practical information about our catchment area and staffing as well as how you can contact us if you have a concern. Starting and finishing times for school and nursery times are included.

There is also information about the curriculum, learning and teaching and assessment.

The second section of the handbook contains information issued by Perth and Kinross Council to all schools.

This handbook is available from the school office in hard copy and can be accessed via our school's website. If an alternative copy is required e.g., Braille, or translated into a community language other than English please contact the school office.

Whilst the information contained in this school handbook is accurate at the time of publication, December 2023, changes may have occurred since then. If you feel that there are any questions that our handbook does not answer for you, please do not hesitate to contact the school.

Prospective parents are very welcome to visit the school.

Please send an email to dunbarney@pkc.gov.uk if you have any questions or would like to make an appointment to visit the school.

Louise Kelly
Headteacher

2. Delineated Area

Dunbarney Primary School is situated in the village of Bridge of Earn approximately 5 miles South of Perth. It draws its pupils from the village and from the surrounding rural area. A map of the catchment area is available from the Local Authority Offices or the School Office.

3. Contact Details

Address	Dunbarney Primary School Main Street Bridge of Earn Perth PH2 9DY
Telephone Number	Perth (01738) 474175
E-mail Address	dunbarney@pkc.gov.uk
Website Address	https://blogs.glowscotland.org.uk/pk/dunbarneyprimary/
X	@Dunbarney PS
Facebook	Dunbarney Parent Council and School (Private Group)
Present Roll	Primary (P1 – P7) 204 Nursery Class 19
Headteacher	Louise Kelly
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
Registering Your Child	Parents moving into the area are welcome to come to school for a visit and have the opportunity to see around the school. Parents who live in the catchment area for another school but would like to have their child attend Dunbarney apply online here: https://www.pkc.gov.uk/article/17301/Placing-request . Parents should note that due to pressure on numbers each class has reserved places which are available only to children living in the catchment area of the school.
Communication	The school uses X and Facebook and our website https://blogs.glowscotland.org.uk/pk/dunbarneyprimary/ to communicate with parents. There is also a regular Newsletter which has articles about what the children are learning as well as photographs of events trips etc. Our main method of communication with parents / carers is by email (or hard copy on request). Parents are welcome to use the school email address Dunbarney@pkc.gov.uk to communicate with the school. The school also uses a text messaging service to send reminders to parents or in the event of an emergency where all parents need to be contacted urgently.

4. Staff List

Headteacher		Miss L. Kelly		Pr 1 – Pr 7 Overall Responsibility				
Depute Headteacher		Miss A. Dow		Nursery Overall Responsibility				
Class Teachers		Class	Teacher(s)	Days In Dunbarney				
		Pr 1	Mrs D Chan	Mon	Tue	Wed	Thu	Fri
		Pr 1/2	Miss L. Anderson	Mon	Tue	Wed am		
			Mrs J. Cant			Wed pm	Thu	Fri
		Pr 2/3	Ms A McCall	Mon	Tue	Wed	Thu	
			Mr D Henderson					Fri
		Pr 3/4	Mrs L. Drysdale	Mon	Tue	Wed	Thu	Fri
		Pr 4/5	Ms C Ogston	Mon	Tue	Wed	Thu	Fri
		Pr 5	Miss A Dow	Mon	Tue	Wed		
			Miss V Davidson				Thu	Fri
Pr 6	Miss E Mathieson	Mon	Tue	Wed	Thu	Fri		
Pr 7	Miss J. Menzies	Mon	Tue	Wed	Thu	Fri		
Nursery Staff	Early Childhood Practitioners		Mrs L. Simpson	Mon	Tue	Wed	Thu	Fri
			Mrs C. Allison	Mon	Tue	Wed	Thu	Fri
			Mrs G. Hamilton	Mon	Tue	Wed	Thu	Fri
	Play Assistant	Mrs K. Cruikshank	Mon	Tue	Wed	Thu	Fri	
	Early Years Support Teacher	Miss R. Dawson	Occasional Support Visits					
Visiting Teachers	Art		Mrs L. Cochrane		Tue	Fri		
	Music Tuition	Strings	Miss E. Jack				Thu	
Support for Pupils	Pupil Support Teacher Additional Support Needs P1–P7		Mrs A MacDonald	Mon	Tue			
	Pupil Support Assistants		Miss H. Bowden	Mon	Tue	Wed	Thu	Fri
			Mrs S. Anderson	Mon	Tue	Wed		
			Mrs A. Paterson	Mon	Tue	Wed	Thu	Fri
			Vacancy	Mon	Tue	Wed	Thu	Fri
			Mrs N Hill	Mon	Tue	Wed	Thu	Fri
	Play Practitioner		Ms S Mackintosh		Tue		Thu	
	Play Practitioner		Mr H McKinnon			Wed		
Lunch / Class Support		Miss D Morran	Mon	Tue	Wed	Thu	Fri	
Admin/Clerical Support	School Assistant	Mrs M. Johnston	Mon	Tue	Wed	Thu	Fri	
School Crossing Patroller		Mrs K. Grehan	Community Link Worker			Mrs K. More		
School Cleaners		Mrs G. MacLeod Mrs K. Grehan	Community Learning Assistant			Mrs D. Bannerman		
Janitor		Ms C Taylor	Dunbarney Minister			Rev. A. Wilson		

5. Organisation of the School Day

Primary 1 - 7

Morning Session Begins	*9.00 am (warning bell at 8.59am)
<i>Playtime</i>	10:30 - *10:45 am
<i>Lunch Time</i>	12:15-1:15pm

Afternoon Session Begins	*1:15 pm (warning bell at 1:13pm)
School Day Ends	3.15 pm (warning bell at 3.13pm)

All children should be lined up at their designated entrance at these times, ready to be welcomed into school by class teachers.

Nursery

All day Session	9.00am – 3.00pm
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6. Attendance

It is important that all children arrive at school punctually; latecomers will be noted as such in the register. Parents are reminded of their legal requirement to ensure that their child attends school regularly. If a child is absent parents should contact the school by telephone or email by 9.30 on the first day of absence. **A written explanation is required for every absence.** Attendance will be monitored by the Head Teacher and an explanation may be required for high levels of unexplained absence. Perth and Kinross Absence Procedures will be followed and if necessary, children can be referred to the Attendance Sub Committee and Social Services for Support. Holidays taken during term time are classified as unauthorised absence in line with authority policy (see section N). Homework will not be set during an unauthorised term time holiday. Please inform the school by telephoning or emailing on the first day of absence and state number of days your child is expected to be absent.

7. Nursery

The school nursery is housed in the grounds of the school. Only full day places are available however, children can attend on 1, 2 3, 4 or 5 days. Parents who wish their child to attend nursery are welcome to make an appointment to visit.

Full details about Early Years Provision and how to apply for nursery places are available on the PKC website: <https://www.pkc.gov.uk/article/21333/My-child-is-under-5>.

There is a nursery welcome booklet which contains fuller information about nursery staff and routines.

Nursery Hours

Full Day	9:00 am - 3.00pm
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8. School Ethos

The school vision is to support all members of our school community to:

“Be Your Best Self”

We strive each day to live by our agreed values of

Honesty, Ambition, Respect & Kindness

Dunbarney Primary School aims are:

- That all our children achieve their academic and personal potential
- To develop the skills and talents of our young people to the fullest and encourage them to live peacefully, respect the environment and other people. [UNCRC Article 29]
- To promote an understanding of and respect for Children’s Rights.
- That, through excellent learning and teaching, we achieve the highest levels of attainment in in the core subjects of Literacy, numeracy, Health and wellbeing
- That we provide a varied interesting and a coherent curriculum that challenges and supports children to make progress in all areas.
- To develop in our young people the skills and attributes necessary to be successful now and in the future.
- To develop in our young people a positive attitude to challenge and change.

Our agreed actions to support this are:

- Living our Values of Honesty, Ambition, Respect & Kindness.
- Promoting Children’s Rights in our actions and interactions.
- Consistently High Standards of Learning and Teaching
- Planning and delivering a curriculum which ensures an appropriate balance between Interdisciplinary Learning, Curriculum Subjects, Wider Achievement & Life and Ethos of the School.
- Effective use of assessment information to ensure appropriate support and challenge for all.
- Excellent use of digital technologies
- Effective use of outdoor spaces and our community to enhance learning.
- Being honest in how we evaluate and improve our work
- Promoting partnership and working in collaboration with others within and beyond our school
- Expecting the best of ourselves and each other.

The school has many links with the local community. We work closely with ‘Brig in Bloom’ and Earnbank intergenerational projects that support both the community and the school. We also work closely with the Church and Reverend Wilson, who regularly attends assemblies in the school and supports the work of pupil groups e.g. Rights Respecting Schools, when he can. The children also attend the church on special occasions such as Christmas, Easter and for the Pr 7 Leavers’/End of Session Service. We are fostering stronger links with other community groups, through joining in with some of their monthly and annual events, as well as planning special activities of shared interest e.g. art, music, gardening etc., to enjoy together.

The school has a well-established commitment to ensuring all our pupils are aware of environmental issues and the importance of sustainable living.

In May 2021, the School achieved recognition as a UNICEF Rights Respecting School Gold Award. Each class has their own ‘Class Charter’. These have replaced class rules and aim to develop personal qualities, and a level of self-respect and respect for others, in children that will serve them well throughout life.

9. Parental Involvement

Parental Partnership is an important aspect of Dunbarney Primary School. We involve parents in their children's learning through regular planned open events, assemblies and shows. Regular newsletters are sent from the Head Teacher. All classes use SEESAW pupil profiling (to be replaced for the 2024-25 session) to share learning in the class and homework. The school website has recently been updated as a way of communicating with parents. We also have an X account and a Parent Council and School Facebook page where we post events and photographs of children's learning.

Our Communication Policy is available on the school website:

<https://blogs.glowscotland.org.uk/pk/public/dunbarneyprimary/uploads/sites/7022/2021/05/25133124/communications-Policy-may-21.pdf>

Information is also available from Perth & Kinross Council at

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

Parent Representation

Following the introduction of the Parental Involvement Act a Parent Council was established.

The main aims of the Parental Involvement Act are to: -

- help parents become more involved with their child's education and learning.
- welcome parents as active participants in the life of the school.
- provide easier ways for parents to express their views and wishes.

To help achieve these aims, **all** parents are automatically members of a Parent Forum at their child's school and will be entitled to have a say in what happens at the school.

The school has an active Parent Council which seeks and represents the views of parents on matters pertaining to the school. At the Parent Council AGM in September 2013 the decision was taken to merge the PTA and Parent Council with fund raising activities now being undertaken by a Parent Council. The chair of the Parent Council is Carrie Findley, the secretary is Jen Kennedy and the treasurer is Lara MacKenzie.

More information can be found at <https://education.gov.scot/>

Parental Involvement Strategy: <https://www.pkc.gov.uk/article/17294/Parental-Involvement-Strategy>

10. Transitions.

Transition to Nursery: The nursery operates a key worker system and when children start nursery they will receive a welcome booklet which tells them about this as well key information about nursery routines. In addition to this all children can have shorter sessions at which their parent/ carer can stay and play until children are happy to settle and stay for the whole session.

Transition to Primary 1: As children move from their pre-school setting to Primary 1 they will have many opportunities to visit their new classroom and meet their teacher/s and key school staff. Children who attend Dunbarney Nursery are involved in the life of the school through shows, assemblies and events. In recent years we have been developing links with other local pre-school settings to enhance our transition processes. Whenever possible, the Primary 1 teacher will visit children in their pre-school setting, meet the child and speak to the staff. We also have a regular routine in place where our nursery children and a local partner provider group, take turns spending play sessions with each other in each setting.

Since 2020, all 3-5 year olds and eligible 2 year olds will have access to 1140 hours of fully funded ELC. This means that in PKC most children will experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week.

Transition through the School: As children move through the school, they will have the opportunity to meet their next teacher before the summer holidays and spend some time in their new classroom. [Occasionally there are times when due to staff changes this is not possible]

Transition Arrangements for those living in the Bertha Park High School Catchment Area

At the end of Primary Seven, children who live in the catchment area move onto Bertha Park High School. The catchment area for this recently build school includes pupils from the Local Development Plan (LDP) housing areas at Bertha Park, Almond Valley and Perth West. Children from Auchtergaven, Logiealmond, Methven, Pitcairn, Ruthvenfield, Oudenarde, Forgandenny, Forteviot and Dunbarney move onto Bertha Park High School. Information about Berth Park can be found on their website: <https://www.berthaparkhigh.org.uk/>

All children are supported in the transition to secondary school through a programme of visits from Bertha Park Staff and opportunities to visit the school in advance of starting S1. Our support for pupils meeting take account of transitions at all stages and appropriate plans are put in place. Our community link team, based at Bertha Park High School, begin meeting P7 learners in term 2 of their final year and strong relationships and support are forged.

11. The Curriculum

Curriculum for Excellence (CfE)

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

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

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

Progress in learning will continue to be assessed in rigorous ways throughout your child's time at school. Perth and Kinross progression pathways are used for all areas of the Curriculum and these allow practitioners to plan a progressive and coherent learning experience for our learners. Active learning is a big part of Curriculum for Excellence and is often evidenced through photographs of your child's learning experiences. Some photographs of your child's achievements will be included in their digital portfolios to evidence their progress.

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 in the following four capacities:

(<https://education.gov.scot/PublishingImages/FourCapacitiesDiagram.gif>)

- Successful Learners
- Confident Individuals

- Effective Contributors
- Responsible Citizens

Every child is offered a wide range of opportunities to learn in Language, Maths, Science, Social Studies, Technologies, Religious and Moral Education, Health and Wellbeing, Physical

Education, Personal and Social Development, Information and Communication Technology, Art, Drama, Dance and Music.

Curriculum for Excellence is organised into eight curricular areas. A brief outline of each is given below. When planning learning experiences for children, teachers take account of national curricular guidance, local authority and school policies and programmes. We are in the process of reviewing planning to take a more integrated cross curricular approach to planning and assessment of children's progress. As well as aiming to develop children's knowledge and understanding we are increasingly planning to develop children's skills for lifelong learning- skills such as being able to work with others, discuss events and give opinions.

More information about Curriculum for Excellence is available on the Parentzone website (<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/getting-it-right-for-every-child/>) mentioned above.

Language and Literacy

Developing language and literacy skills permeates all areas of the curriculum. Report writing for example can be taught in the context of science or story writing by imagining you are lost in the rainforest when studying this in Social Subjects. Reading skills can also be taught, reinforced, or applied in all curricular areas.

There are also times when it is more appropriate to teach literacy skills as a core subject.

Pre-reading skills are developed in a carefully planned programme. We currently use the 'Active Literacy Programme' (<https://www.northlanarkshire.gov.uk/schools-and-learning/maintaining-school-standards/active-literacy-materials>) to develop core literacy skills in P1-P3.

The core reading scheme in the early years (P1 – 3) is 'Oxford Reading Tree'.

At all stages activities are devised to extend pupils' abilities and techniques in reading different kinds of material and to enable them to develop comprehension skills.

In session 2010 / 2011 we introduced the 'Write to the Top' programme based upon the Big Writing strategies (<https://www.youtube.com/watch?v=MWDdpn6vQ8s>). Research has shown that this programme has raised standards of writing wherever it has been used in Scotland. Strategies developed in this programme include the use of VCOP (which stands for Vocabulary Connectives Openers Punctuation). Pupils learn to improve their writing skills through developing each of these areas. This programme ensures consistency of approach towards writing through the school.

1 Plus 2 Languages

The Scottish Government has set out an ambitious programme to ensure that all children have the opportunity to learn foreign languages throughout their primary years. Along with other Bertha Park feeder primaries Dunbarney is currently focusing on French. French language is now taught from Primary One to Primary Seven. Vocabulary and pronunciation are taught in discreet lessons and learning is reinforced through regular opportunities to practise. Children are also given the opportunity to sing French songs and take part in computer-based activities. Children also learn Makaton signs from Nursery to P7 and in P5, P6 & P7 children have the opportunity to learn BSL.

Numeracy and Maths

Experiences and outcomes covering the range of the curriculum are taught at all stages for Number, Money and Measurement, Information Handling and Shape, Position and Movement. Problem Solving is also developed and the approach to this in terms of developing strategies covers the whole range of maths, and beyond into the other subject areas.

We use a programme called 'Big Maths' to enhance teaching particularly in Mental Maths. Big Maths delivers fluency, mastery, and enjoyment of maths, It supports and encourages children to become confident, fluent, happy mathematicians who are engaged in their own learning. The

programme provides a simple, logical progression for every skill in the Maths primary curriculum and the approach supports precise, responsive teaching for each child.

You can learn more about the Big maths programme through accessing some short videos here on the Big Maths Youtube channel: <https://www.youtube.com/@bigmaths5221>

The 'core schemes' are supplemented by other resources, e.g. "Teejay Maths" and teacher produced materials. Much of what the children do in class is based on a visual and hands-on approach to maths. Examples include board games, computer software and a wide range of interactive activities which are designed to improve the mental processing skills of all our pupils and caters for a wide variety of learning styles.

Health and Wellbeing

In Health Education our programme follows the Curriculum for Excellence centred around Healthy and Safe Living. This is supplemented by materials provided and visits from our School Nurse and local Community Police Officers. The school has achieved recognition as a Health Promoting School.

The school uses learning outcomes from the Curriculum for Excellence to ensure that there is an appropriate progressive programme in place.

They cover the areas of -

- Mental, emotional, social and physical wellbeing
- Planning for choice and change
- Physical education , physical activity and sport
- Food and Health
- Substance misuse
- Relationships, sexual health and parenthood

Social Subjects

Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment, how it has been shaped and how our action influence this. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship. In Dunbarney, we allow the children to lead the learning contexts by using pupil voice to identify areas of interest and relevance to learners' lives. The teachers will guide planning for each context using the progression pathways and through using "The big question" approach which means that teachers work with children to identify the areas for investigation in each topic. This means that teachers can build on children's prior learning and include some elements of personalisation and choice to children's learning. Progress in learning is shared via each classes learning wall.

Sciences

Through our Science programme, we aim to develop an enthusiasm for science and develop an understanding of the living, material and physical world. In the early years science is taught as a topic over a block of six weeks. In P4 to P7, science is taught as a core subject. When planning for learning in science teachers also plan opportunities to develop skills of scientific enquiry such as planning experiments, observing, and drawing conclusions.

Information and Communication Technology (ICT)

ICT is an integral area of the curriculum and teachers plan relevant activities and assess pupil progress on an on-going basis. ICT links with other subjects and supports our aim of creating a learning environment where pupils have regular access to the latest computer technology and local networking supported by appropriate software. We continually update our computer models to keep pace with the development of technology.

Expressive Arts

Curriculum for Excellence in Expressive Arts covers the subject areas of Art and Design, Drama and Music. Every effort is made to link Expressive Arts with other curricular areas.

A variety of approaches to assessment are used. These include observation of on-going work, assessment of completed tasks, self and peer assessment and discussion with pupils. ICT may be used by teachers and pupils as a means of recording progress. e.g. video/audio of a drama or musical performance, digital photos of pupils' art-work.

Religious and Moral Education

The programme for Religious and Moral Education aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important expression of human experience.

The Development of Pupils' Values

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

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

Religious Observance

The school holds regular Assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this, pupils can increase their understanding of religious practices and the experience which underlies them. A Church Service, conducted by the School Chaplain, is held at the end of the Winter, Spring and Summer Terms. **Parental Rights:** Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his / her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right should first discuss the matter with the Headteacher.

12. Assessment & Reporting

Assessment is seen in terms of five key elements - planning, teaching, recording, reporting and evaluating. The starting point for assessment is the planned curriculum and the process of learning and teaching. Once teachers have planned the detail of what is to be covered and how they will organise their teaching, they need to find out how their pupils are approaching learning and whether they are making satisfactory progress in that learning. Teachers gather information

about pupils through tracking their work, observation, outcomes of class assessments, discussion about difficulties and next steps and discussion with staff involved working with pupils. This enables teachers to identify pupils' difficulties, decide on suitable next steps in learning and modify their teaching approaches appropriately.

A range of assessment strategies, both formal and informal are used throughout the school year by teaching staff and discussed with management. The class teacher uses professional judgement, based on assessment evidence, to decide on the appropriate level of work for individual pupils. The levels of the Curriculum for Excellence will take around three years for all the areas to be covered in sufficient breadth and depth. However, it is important to remember that children progress at different rates and that at times there can be no even pattern to progress. Some children with additional support needs may make significant progress without overtaking many of the levels described; it is important that such progress is recognised and encouraged. Children in Primaries One, Four and Seven complete online assessments, SNSAs. These assessments are completed by children across Scotland.

The expected levels of progression are as follows:-

Early Level	- Pre-school and P.1 or later for some.
First Level	- To the end of P.4, but earlier or later for some.
Second Level	- To the end of P.7, but earlier or later for some.
Third and Fourth Level	- S.1 – S.3 but earlier for some.
Fourth level	- broadly equates to SCQF level 4

Pupil progress meetings with parents are held each year in November and March. Parents also receive written reports about their child's progress in May/ June of each session. Should parents have any concerns out with these times they are welcome to contact the school to discuss this.

13. Support for Pupils

Authority Policy

Children with special educational needs are planned for in school within the terms of Perth and Kinross Council's policy on "Support for Learning". This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being an ASN meeting involving parents, child, school and Education Services staff, and where appropriate, colleagues from other services.

School Policy

Miss Dow DHT has responsibility for ASN for Nursery and Miss Kelly HT for ASN for P1 – P7.

The school's policy is to support as far as possible the education of pupils with additional needs along with their peer group. Individually targeted work at a level accessible to the child and designed to support learning progress is provided by the class teacher and learning support staff. Parents are consulted if any change in the programme is being considered.

Although Pupil Support staff are deployed as necessary, our aim is always be to promote the maximum degree of independence in learning, personal organisation and social activity. The school also has several Pupil Support Assistants who work in classes supporting pupils' learning.

Support staff timetables are regularly reviewed to enable us to target identified needs.

If you have a concern about your child's progress in learning, then you should first discuss it with your child's teacher. Sometimes some additional short-term support or reinforcement work may be all that is required. On other occasions, it may be that further investigations or assessments are required. Where this is the case, we will work with parents to keep them informed of any assessments undertaken and the outcome.

Teachers may also bring a concern to parents' attention. When this is the case the same principals of partnership working apply.

Our Pupil Support Teacher works with pupils at Dunbarney two days per week. She works co-operatively with class teachers and is involved in producing Children and Young Person Plans (CYPPs) when required appropriate to the pupil's needs. Pupils can be referred to other services and integrated work is promoted with parental consent.

There is a national support group which offers support for families whose children require additional support for learning. 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 are also available at <https://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'. If you would like to order their leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact them using email.

Further information about support for parents is available in the Local Authority section of this handbook.

14. School Improvement

Each year school identify priorities for development.

The National Improvement Framework encourages us to focus on 6 drivers for improvement – School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement, Performance Information.

In Session 23-24

- Continue to implement the Circle Inclusive Learning Approach.
- Continue to implement Bounce Back Resilience Building Programme.
- Introduce the Six Nurturing Principles and apply one as our focus in our school context.
- Continue to develop the diversity and quality of our approaches to assessing attainment for learners in literacy and mathematics, ensuring appropriate next steps in learning are encouraged.
- Continue to develop our approaches to moderation of literacy and mathematics to raise attainment in literacy and numeracy through improved pace, support, and challenge in lessons across all our classes.
- Continue to work together to develop consistency of standards in all aspects of Learning and Teaching and the understanding of assessment data.
- Continue to work towards our Digital School award and improve the progression of skills in our Technology curriculum.

Each year the school produces a School Improvement Plan which details information about school improvement priorities. The school also publishes a Standard and Quality Report which gives information about attainment in school as well as progress in improvement priorities. These documents are available from the school office and on our school website.

The school continues to develop its approaches to all aspects of supporting pupils in their learning and at the start of every session we have a particular focus on the national priority of 'Getting it Right for Every Child' (GIRFEC) (<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/getting-it-right-for-every-child/#:~:text=Getting%20it%20right%20for%20every%20child%20Getting%20it,does%20GIRFEC%20mean%20for%20me%20and%20my%20child%3F>) whereby children complete their first SHANARRI Wellbeing web of the session to ensure teachers are fully informed about their health and wellbeing needs and can thus support them appropriately from the offset.

15. School Policies & Practical Information

School Policies

There are a range of school policies available in school covering areas such as curricular guidance, behaviour and bullying and learning and teaching. These policies are available on our school website <https://blogs.glowscotland.org.uk/pk/dunbarneyprimary/>

School Uniform

At Dunbarney Primary School, we strongly encourage the wearing of school uniform. The wearing of school uniform helps promote a sense of community, high expectations and shared purpose. During the Covid pandemic expectations about school uniform were relaxed for practical reasons. We have now returned to our previous high expectations with regards to school uniform.

Dunbarney School Uniform is, as follows: -

Grey Trousers or skirt (NOT black)

And Either

a) Bottle green sweatshirt and white polo shirt

OR

b) A bottle green v neck cardigan or jumper with a white shirt/blouse and tie (please ensure that the shirt buttons to the top) to be worn with a school tie.

Footwear is black school shoes and black, grey or white socks. Tights can be green or grey.

Also: a gym kit of black shorts, a plain t-shirt in house colours (or white) with no buttons and black gym shoes. A band must be provided by parents / carers for long hair to be tied back. Sleepers or studs must be covered with tape also provided by parents / carers.

School bags should be back packs or satchels, NOT Handbags.

Parent can order uniform directly form the supplier at.

www.border-embroideries.co.uk.

Dunbarney Primary School Ties are available from Stevenson in Perth

Please ensure that all personal items, including uniform, have your child's name on them

Free School Meals and Assistance with School Clothing/Footwear

Currently, all P1-P5 children are entitled to a free school meal and no forms need to be completed to obtain this.

To assist pupils and parents in making informed meal choices, you can access Tayside Contracts online portal (<https://www.tayside-contracts.co.uk/catering/school-catering>) which contains allergy information and associated nutritional information. The Primary menu can be accessed here: <https://www.tayside-contracts.co.uk/catering/school-catering>.

Children who may be entitled to access financial assistance towards school meals (P6 and P7), and (all years) a clothing/footwear grant need to complete an application form each year. Forms are available from the school office or the Perth & Kinross Council website: <https://www.pkc.gov.uk/article/17410/Free-school-meals-and-school-clothing-grants-primary-and-secondary>.

Payment for Trips etc.

The school is cash free and all items including trips, books fair items etc must be paid via Parent Pay. Parents are given an activation code when their child starts school. They can then set up an account to pay for items from their phone or computer. You can learn more about the Parent pay system on the Parentpay Website at <https://app.parentpay.com/public/client/security/v2/#/login>

Medical Needs and First Aid

If your child needs to use an inhaler or take medicine during the school day we are happy to work with parents to facilitate this. Parents should contact the school in the first instance to discuss which medicine their child requires and the practicalities of how it should be administered. If your child has a particular medical need that requires input from a specialist service, we are happy to work in partnership with colleagues from the NHS and voluntary services. Many of our nursery and support staff have been trained in First Aid administration.

Extra-Curricular Activities

The school works closely with Perth and Kinross Active Schools' Co-ordinators and a range of sports taster sessions are available each year. These taster sessions provide opportunities for children to try new sports and often have days where children from Dunbarney meet with pupils from other schools to take part in competitions and sports festivals. You can find out more about Active Schools on their website <https://www.liveactive.co.uk/Active-Schools/perth-and-kinross>

We have a netball club for pupils from P6&P7 which meets on a Tuesday after school. Other after school clubs throughout the year include Makaton Choir, Coding Club and Gymnastics.

Instrumental Tuition

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

There will be opportunity annually for those interested to apply for instrumental tuition for P6 and P7 (& sometimes earlier).

Groups of children who receive instrumental tuition often share their developing musical skills and talents at school assemblies and at our Church Services. Miss E Jack is our Strings Instructor.

You can learn more about the Perth and Kinross Instrumental Service here:
<http://www.pkcmusic.com/>.

Severe Weather

Severe Weather information is issued each year and can be found on our School Website in our school newsletter November 2023. If the school must close during the school day, parents and carers will be informed by text and email as soon as possible.

If the decision to close is made out with school hours, Radio Tay will always have up-to-date information from 7:00am and updated every 20 minutes.

You can also obtain information from Perth & Kinross Council's 'Snow Line' on 0845 3011 100 which is available after 8:00am (however this line may operate from 7:00am in exceptional circumstances).

You can also access updates here: <https://www.pkc.gov.uk/Schoolclosures>.
Text messages will be sent informing parents of 'Severe Weather Arrangements.'

In the event of the school remaining open during heavy snow, parents should make the decision of whether to send their child to school based on the safety of walking conditions on the roads and pavements; whilst every effort will be made to ensure playground pathways from school gates to school entrances are as safe as possible, our playground is too large to be completely cleared of ice and/or snow.

16 Child Protection and GIRFEC

Miss Kelly HT has overall responsibility for Pr 1 – Pr 7
Miss Dow has overall responsibility for Nursery

GIRFEC

Getting it Right for Every Child (GIRFEC) (<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/getting-it-right-for-every-child/>) 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.

Further information on both GIRFEC and Child Protection is available from the school or from the following sources:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>
<https://www.pkc.gov.uk/childprotection>

All staff undertake Child Protection training on an annual basis.

17. Raising Concerns

We always undertake to work in partnership with parents. Should you have a concern about your child's progress in learning or how they are getting on with their classmates, your first port of call should be their class teacher. Class teachers know your child best and are happy to speak to parents about any of the children in their care. If your concern persists or you feel that you need to speak to a member of school management then you can contact the Head Teacher or Depute Head Teacher by email, phone or by calling in person to the school at the beginning or end of the school day. It may be the case that when you bring a concern to a member of staff we need to investigate this further and where this is the case we will undertake to keep you informed of our progress and the outcome.

On occasion teachers may feel that your concern is better addressed by management. When this is the case, the teacher will either ask you to take your concern to a member of the management team or invite a member of the management team to be part of the discussions.

We will always aim to work with you and your child to find a solution to any concerns raised.

18. Behaviour Management

Teachers, support staff and pupils work best in an atmosphere of order, honesty and fairness. Both staff and pupils are entitled to mutual respect. The school expects high standards in work and behaviour and also expects that all pupils will behave in a courteous, considerate manner towards staff and fellow pupils.

The school has a Positive Relationships & Behaviour Management Policy which supports our commitment to promoting Children's' Rights and is based on the school values of Honesty, Ambition, Respect and Kindness. Information is available about his and other policies on our school website.

Classroom Charters inspired by UNICEF's Charter on the Rights of the Child identify which rights are most pertinent to our school are discussed and agreed by individual teachers and their pupils. Children are aware of and expected to behave in such a way as to appreciate their rights and act in such a way as to respect the rights of others.

Staff in school is committed to using restorative approaches to support pupils to solve disputes and learn from disagreements and fall outs with their friends. This means that staff will take time to speak to children and encourage them to take responsibility for their actions and support the young people involved to see how they can help make things better.

Positive Relationships in school are enhanced by parental partnership and this school enjoys and appreciates parental support in this respect.

If it becomes necessary pupils can be excluded from school following PKC and Scottish Government Guidance.

19. School House System & Pupil Voice

To help promote a sense of community and collective responsibility we have a house system. All children from Primary One to Primary Seven belong to Culzean, Urquhart, Glamis or Drummond and can earn points for their house by being helpful, hardworking, kind to others etc. Houses meet regularly to undertake projects designed to develop children's' skills in areas such as health, enterprise, environmental awareness, sustainability. There are also inter-house sporting activities.

Pupil Voice

As promoted in the UNCRC Article 12 there is a long-established tradition of involving pupils in decision making within the school and encouraging them to take responsibility for making the school the best it can be. At present pupil committees are established through a democratic process each session for House Captain positions and the Pupil Council. The House Captains take responsibility for pupil activities throughout the year. The Pupil Council takes responsibility for making the school and playground a better place and for representing the views of the pupils in areas of concern.

20. Homework

All classes have access to the Seesaw App (Seesaw will be replaced for the 2024-25) in their classrooms and this is used to share children's learning with families so that parents & carers know what children are learning in school.

Homework is set regularly by all class teachers using the Seesaw App. Practical arrangements around this are shared by teachers at the Meet the Teacher Session in August of each year.