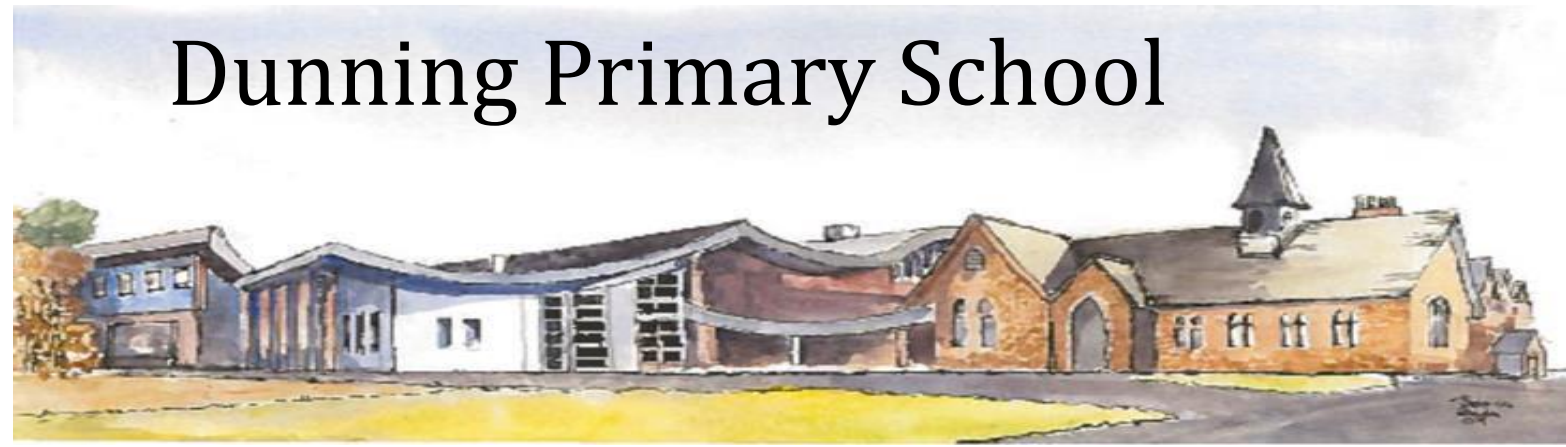


# Dunning Primary School



## School Handbook Academic Session 2025-2026



**Education and Learning**  
Improving Lives Together  
Ambition | Compassion | Integrity



## **Introduction**

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

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2024), further changes may have occurred since then.

## Section 1

### School information

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
  - a) Health & Wellbeing (including Physical Education)
  - b) Language & Literacy
  - c) Mathematics & Numeracy
  - d) Social Studies & Sciences
  - e) Expressive Arts
  - f) Religious & Moral Education (including Religious Observance)
  - g) Technologies
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer

## Welcome

Dear Parents,

I would like to extend a warm welcome to you.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school. It will also give you a feeling for the supportive, caring and inclusive ethos which is ever present at our school. Additional information can be found on our school website or you may wish to contact the school if you have further queries.

We are very proud of our school, our school grounds, the supportive and creative community we are situated in and the fantastic learning opportunities we are able to provide. All of our staff are committed to providing an environment conducive to the educational, social and emotional development of your child. We have a strong sense of ethos in our school and are committed to maintaining strong links with our local community.

We strive to ensure that every child can reach their full potential. We encourage strong partnerships ensuring that parents, teachers and pupils work together to make this possible. We ensure close links are established early on and maintained with you as vital contributors to your child's education.

We are proud to be an Eco School, receiving our first Eco Schools' flag in 2016. We are surrounded by outstanding grounds, which provide a rich environment for learning. We actively promote health and wellbeing and achieved accreditation as a Health Promoting School in 2010. We were the first primary school in PKC to be awarded a Gold School Sports Award from SportsScotland in 2015 and were delighted to receive our third gold award in 2024. We were also very proud to be awarded a Digital Schools Award Scotland in 2024 in recognition.

If there is anything you would like to enquire about now or in the future, please do not hesitate to contact me.

The information contained in this handbook is correct at the time of going to print in December 2024. It is possible that some information in this handbook may change before the beginning of session 2025-26. All such changes which affect your children will be notified to you.

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

Yours sincerely,

Mrs Danielle McPhee  
Head Teacher

## 1. Introduction

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

Prior to 2007 the school accommodation consisted of the Victorian schoolhouse, two portacabin 'huts' housing five rooms, and an external toilet block.

In 2007 – 2008 a major project to refurbish and upgrade the school was undertaken, resulting in the provision of first-class accommodation with excellent facilities for the school and wider community.

Not only is this accommodation all under one roof, but also it offers greatly enhanced learning and teaching spaces. These are organised in two areas: three upper classrooms open off an activity area, and the two early years classrooms share a similar space.

Other accommodation includes a gym hall, music room, library, dining hall, office and staff space, as well as small group and meeting rooms.

External space includes tarmac areas around the building, a soft play area designed by the pupils adjacent to the early years' teaching space, raised beds and grass banks.

In 2010, as a result of Public Art project, all children in school were actively involved in creating the stone labyrinth which now enhances the front of the school and in 2015, with financial assistance from The Big Lottery and our Parent Teacher Association (PTA) we installed an Outdoor Classroom in the playground. In May 2022, thanks to funding from The Gannochy Trust, the whole school worked with an artist to create a bright and attractive playground mural.

## 2. Delineated Area

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

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

## 3. Contact Details

Head Teacher: Mrs Danielle McPhee

Address: Dunning Primary School  
Station Road,  
Dunning,  
PH2 0RH

Telephone: 01764 661350

Fax: 01764 684663

Parent/Carer Email: [dunningparents@pkc.gov.uk](mailto:dunningparents@pkc.gov.uk)

General Email: [dunning@pkc.gov.uk](mailto:dunning@pkc.gov.uk)

Web site: [www.dunningprimary.org.uk](http://www.dunningprimary.org.uk)

Twitter: @DunningPS

Parent Council Chair: Alison Cameron

Email: [contact@dunningparents.org.uk](mailto:contact@dunningparents.org.uk)

## Present Roll

The school has the capacity for 125 pupils and the roll in December 2024 is 89.

The school has 5 multi-composite classes.  
In 2024-2025 they are P1/2, P2/3, P3/4, P5/6 and P6/7.

## **Staff 2024-2025**

Head Teacher	Mrs Danielle McPhee
Principal Teacher	Mrs Mairi Kennedy
Primary 1/2 Teacher	Mrs Sara Campbell
Primary 2/3 Teacher	Miss Yasmin Garland
Primary 3/4 Teacher	Miss Catrina Davidson
Primary 5/6 Teacher	Mrs Suzanne McDowell & Mrs Kennedy
Primary 6/7 Teacher	Mr Stewart Dallas
Support for Learning Teacher	Mrs Joan Williams
Support for Learning Assistant	Mrs Nicola Nicholl
Support for Learning Assistant	Mrs Wendy Dawson
Primary School Support Worker	Mrs Demmie Robb
Woodwind Teacher	Mrs Fran Barker
Guitar Teacher	Mr Gordon Bailey
Violin Teacher	Mrs Jo Broad
School Secretary	Mrs Jess McDonald
School Secretary	Mrs Lesley Grindall
Janitor	Mr Bert Martin

The school also works in close conjunction with Educational Psychology and NHS Speech and Language and Occupational Therapy Departments, ensuring a team approach to meeting the needs of our pupils.

### **Absence, Attendance and Sickness**

Emphasis is placed on the importance of regular attendance and punctuality.

The law requires that parents ensure their children attend school regularly. It is important that, wherever possible, children should arrive on time, especially in the mornings when all attendance recording and administration details are carried out. If a child is absent, parents should telephone or email the school on the first morning of the absence. Where no explanation is received by 9.30a.m, school staff will telephone or text parents/carers to ensure that the parent knows the child is absent from school.

Explanations for absences can also be given by letter or by speaking to a member of staff. Unexplained absences will be recorded as unauthorised. When the school has serious concerns about attendance, support services may become involved in home visits.

### **Sickness**

When a pupil becomes ill during the school day, or has an accident, they will be looked after in school by trained first aid staff. Parents will be contacted to take pupils home if this becomes necessary. Other emergency contacts will be used if the school is unable to contact parents directly.

### **Leave of Absence**

Requests for leave of absence for pupils must be made in writing. This includes visits to hospital clinics, dentist etc. All pupils must be collected from the school office by a notified adult. In the interests of safety, we cannot allow children to leave the school by themselves.

We would ask that every effort is made to not arrange family holidays out with the normal school holidays as research shows that this adversely affects the continuity and progression

of children's education.

Where this is unavoidable, please notify the Head Teacher, in writing, of the intended dates. Please note that in line with Perth and Kinross Guidelines pupils will not be given work to take with them on holidays and the absence will be recorded as unauthorised.

## **Communication and School Visits**

### **Complaints**

The school seeks to work with parents and aims to build positive and welcoming relationships, built on trust.

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

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure.

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

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

More information is available on the Council's website as follows:

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

### **Communication with Parents**

Dunning Primary School works in partnership with parents and welcomes all contact with parents, both formally and informally. Methods of contact with the home include parents' evenings, curriculum evenings, 'sharing the learning' events, parents information evenings, assemblies, website, Twitter, phone calls, letters, texts, email, use of homework diaries, report cards and updates in Just2Easy, as well as visits to teachers and classrooms.

Each year in August parents can access a calendar of significant events taking place for that session on the school website. [Dunning Primary School - Calendar](#)  
Teachers are normally available to meet parents for informal chats after school each day. More formal discussions can be arranged by phoning the school office. We hope parents will share with us all information which can be used to support pupils in their development.

### **New Pupils**

Comprehensive arrangements are in place for pupils starting school in Primary 1. Details of these procedures can be found in the section on Transitions within this handbook. New pupils looking for a place in Dunning Primary School should, in the first instance, contact the School Office. Arrangements will be made for a visit to the school where information can be exchanged and a tour of the school can take place.

### **Visiting the School**

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

Parents are welcome to visit the school to seek information or to discuss problems and arrangements will always be made to suit them. General information can, of course, be obtained at the school office. Initially, parents should contact either the Headteacher or Principal Teacher. Should parents wish contact with individual teaching staff this can be

arranged and a suitable appointment made to suit both parents and the teacher. The school encourages parents to make early contact to resolve any difficulties or answer enquiries. By working together the school and home can act in the best interests of every pupil in the school. It is important that a partnership exists between school and home and parents are most welcome to discuss their child's progress at any time during the session.

#### **4. School Ethos**

At Dunning Primary School, we recognise the significant impact that a positive ethos has on our school. We therefore devote considerable time, energy and effort to further developing this aspect of school life.

We aim to help every child to be the best that he/she can be. The development of the whole child is paramount. To achieve this it is crucial that the environment and relationships within our school community contribute positively towards an ethos of achievement. Promoting high standards and high expectations of behaviour and commitment is central to the success of our school and our children.

We endorse Perth and Kinross Council's "Statement of Intent" which sets out the broad principles determining the ethos and nature of education to be delivered across the Council area.

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

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

We aim to achieve our vision by:

##### Providing

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

##### Developing

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

##### Encouraging

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

##### Fostering

- the professional development of staff, enabling them to support the needs of pupils, and to act as positive role models



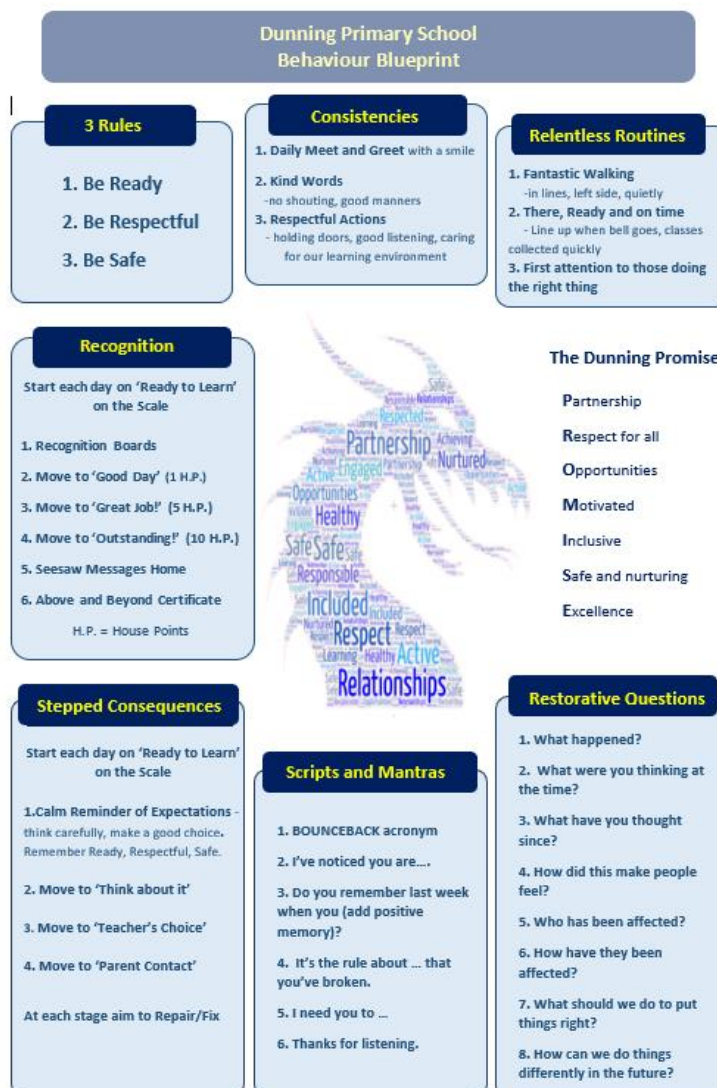
- positive working partnerships with parents, carers, the community, associated agencies and other education providers in order to support pupils' learning and development

**Our School Motto is:** 'Learning Together, Achieving Together'

## Positive Relationships

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

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



## Managing Behaviour

Good behaviour is an integral part of a good ethos. Our behaviour policy is based on care, courtesy, co-operation and self-discipline, in a supportive atmosphere of warmth and mutual respect. We believe that children learn best in a positive environment where they are happy and free from tension and anxiety. All staff in the school will seek to promote good behaviour, not only in the classroom but in the playground, dining room and all shared areas. Our behaviour policy is available to read on the school website.

## Role of Parents

Our school recognises and responds positively to the important role of parents in their child's education. We seek to involve parents in policy formulation where appropriate. Where a child's behaviour gives cause for concern it is anticipated that we would enter into a joint problem-solving approach with parents as early as possible – with both parties listening to concerns and mutually agreeing strategies for progress. Parental support of the child and the school makes a significant impact on the development of a positive school ethos.

## Role of Children

Our children are actively involved in promoting our school values. They also understand that there are three guiding principles behind systems and procedures in school. These are: **Be Respectful, Be Safe and Be Ready**. Decisions around what we can and can't do in classes, around school and on the playground are taken with these three principles in mind. Our rewards system of House Points and Special Certificates are directly linked to our school values. All children will be expected to accept responsibility for their own behaviour and contribute positively to the ethos of the school.

## Role of the School

All staff are committed to developing positive relationships within the school community. Implementation, by all staff, of our agreed Behaviour Policy will contribute effectively to the ethos of our school. It must be recognised that young children will make mistakes, from time to time, and that these should be considered as learning opportunities. However some children may experience difficulties in regulating their behaviour and will require much support in managing this effectively. Consequently, staff must take time to listen to and investigate concerns in order that;

- All children learn that inappropriate behaviour will be addressed

- Incidents require to be reported honestly and without bias
- Children are reminded often of our guiding principles: Be Respectful, Be Safe and Be Ready.
- All children are afforded the opportunity to develop positive behaviour
- All children can work and learn harmoniously together

## Bullying

At Dunning Primary School bullying behaviours will not be tolerated. Our aim is to make our school a "bully free zone". We follow the Perth and Kinross anti-bullying strategy available to read here: [https://www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying\\_Strategy\\_1\\_](https://www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying_Strategy_1_) We encourage all children to not accept bullying behaviour and to report it PROMPTLY to an adult, staff member or parent. Only through intervention and collective refusal to accept such behaviour will the achievement of our aim be possible. Where children are found to be displaying bullying behaviour, parental involvement will be sought to determine a positive change in a child's behaviour. Helping our children to manage their behaviour is something that is best done in partnership. We all have a role to play.

## Houses

On entering P1, all pupils are placed in one of our school houses:

Keltie            Duncrub            Craigrossie            Kincladie

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

## Pupil Council

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

The following charter was written with these aims in mind.

### PUPIL COUNCIL CHARTER

*At Dunning Primary School, the Pupil Council will endeavour ...*

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

## Partnerships

Dunning Primary School values the support and help from all in the community and works in partnership in order that both the school and community benefits. Here are some examples of how we link:

### **In school:**

- Parents and members of the school community support a wide range of classroom and whole school activities
- Parent Council takes forward issues pertaining to the school community
- School Community Groups run a variety of events working with the wider community, for example community litter picks
- Volunteers working in school e.g. PAS, Therapets
- Regular shows and productions
- Fund-raising and social events e.g. Christmas Fair and Summer fair
- Secondary Pupils' Work Experience placements
- Collaborative activities across our Local Management Group (Aberuthven PS, Blackford PS and The Community School of Auchterarder)
- Undertake enterprise projects to support charities
- Volunteer coaches support school pupils by coaching out of school sport groups
- Regular support from our School Chaplain in assemblies and classroom learning
- RSPB work with classes to enhance learning – including projects such as Salmon in the classroom

### **In the community:**

- Community Christmas and Summer Fairs are held every year, often inviting local community members to attend, or sell and promote their produce
- Visits and work with local clubs and businesses e.g. Tennis, Golf & Bowling Clubs
- Working with volunteers e.g. RDA and Therapets
- Visits around the community, including Rollo Park and Kincladie Woods
- We regularly liaise with the local library (Mobile Library visits)
- Strong links with the local Police, Post Office and Fire Station

## **5. Parental Involvement**

We are keen to encourage parents to visit and become actively involved in the life of the school and we know from National research that children do better at school and achieve more in life when parents and schools work together.

Only 15% of a child's life is spent at school, and so it is very clear that parents have the most influential role in a child's education. In working together, we will aim to ensure that every child does the best they can at school and beyond.

The Scottish Schools (Parental Involvement Act) 2006 aims to support and encourage more families to become involved in the education of their children and the curriculum.

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

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

We arrange Sharing Our Learning open afternoons throughout the year.

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

- Assistance with school sports e.g. football, netball
- Sharing their expertise in areas linked to the classroom contexts and themes
- Giving talks or demonstrations
- Helping with trips and events
- Encouraging children to enjoy books e.g. reading stories to children, listening to children read, helping them to use the school library.
- Helping to run after school and lunchtime clubs

All parent helpers are required to be PVG checked unless their involvement is of a one-off nature. Generally speaking, parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate. Parents interested in helping in school should, in the first instance, speak to the Head Teacher.

The school is keen that parents feel welcome in school especially when they are supporting class activities. We try to include grandparents and older members of the community in some of our school events and often find that they can contribute useful information and memories for some of the class topics.

We aim to keep good communication links with our school families. Our Learning Links are issued to all families every term and information about class learning is included to help parents / carers support their child's learning at home. There are Parent Help sheets on the website on a range of topics in the Parent Area - Curriculum Information Leaflets.

Parents are also encouraged to feedback thoughts to the school through surveys, parent council work and through Talking Teas with the Head Teacher and other members of staff. Homework diaries or reading records act as an aid to home-school communication and parents can make contact with class teachers through phone calls or emails to school as appropriate. Just2Easy is used throughout the school to share evidence of learning and also learning activities. Microsoft Teams is used in P4-7 to share learning activities.

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

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

## **Parent Council**

The Dunning Parent Council (DPC) has an important role in developing the relationship between home and school, as well as supporting the school in constant school improvement, and enhancing the experiences of all children.

We have an active, friendly Parent Council who is always ready to give a warm welcome to new parents.

The role of our Parent Council is to:

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

The DPC meets regularly and all parents are welcome to attend meetings. Agendas and minutes of meetings are emailed out to all parents and are available on our school website. The PC also plan and hold a variety of fundraising and social events throughout the session.

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

## **6. Transitions**

We are very aware that moving to a new teacher and class at any point in an individual's school experience is a very important time and our pupils and parents are supported at all stages. The main transition periods are identified as:

- Nursery – Primary 1
- Primary 7 – S1

### **Nursery Education**

The designated nursery provision for this school is The Community School of Auchterarder Nursery. There are also a number of private nurseries nearby.

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

A transition programme runs from January to June in the lead up to nursery children coming to our school as our new P1s.

The Class Teacher visits nurseries and arrangements are made for the nursery children to visit the school informally with nursery staff, to familiarise them with surroundings.

New P1 Parents have the opportunity to attend a meeting in June when the curriculum and

other matters of interest are discussed.

New P1 children are invited to attend school for some transition sessions in May and June, prior to their August entry.

**The first day of the new session will be Tuesday 19<sup>h</sup> August 2025.**

## **Secondary Education**

The designated secondary provision for this school is:

The Community School of Auchterarder (**TCSOA**)

New School Lane

AUCHTERARDER PH3 1BL

Tel 01764 662182 • Fax 01764 663762

Email [auchterarder@pkc.gov.uk](mailto:auchterarder@pkc.gov.uk) Website [www.tcsoa.com](http://www.tcsoa.com)

Head Teacher: Mr David Lambert

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

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

Pupils from local schools transferring to TCSOA have many opportunities to meet with their peers at various area events such as rugby festivals, music festivals and they all have the opportunity to participate in a week-long residential trip to Abernethy Trust Outdoor Centre in Nethybridge.

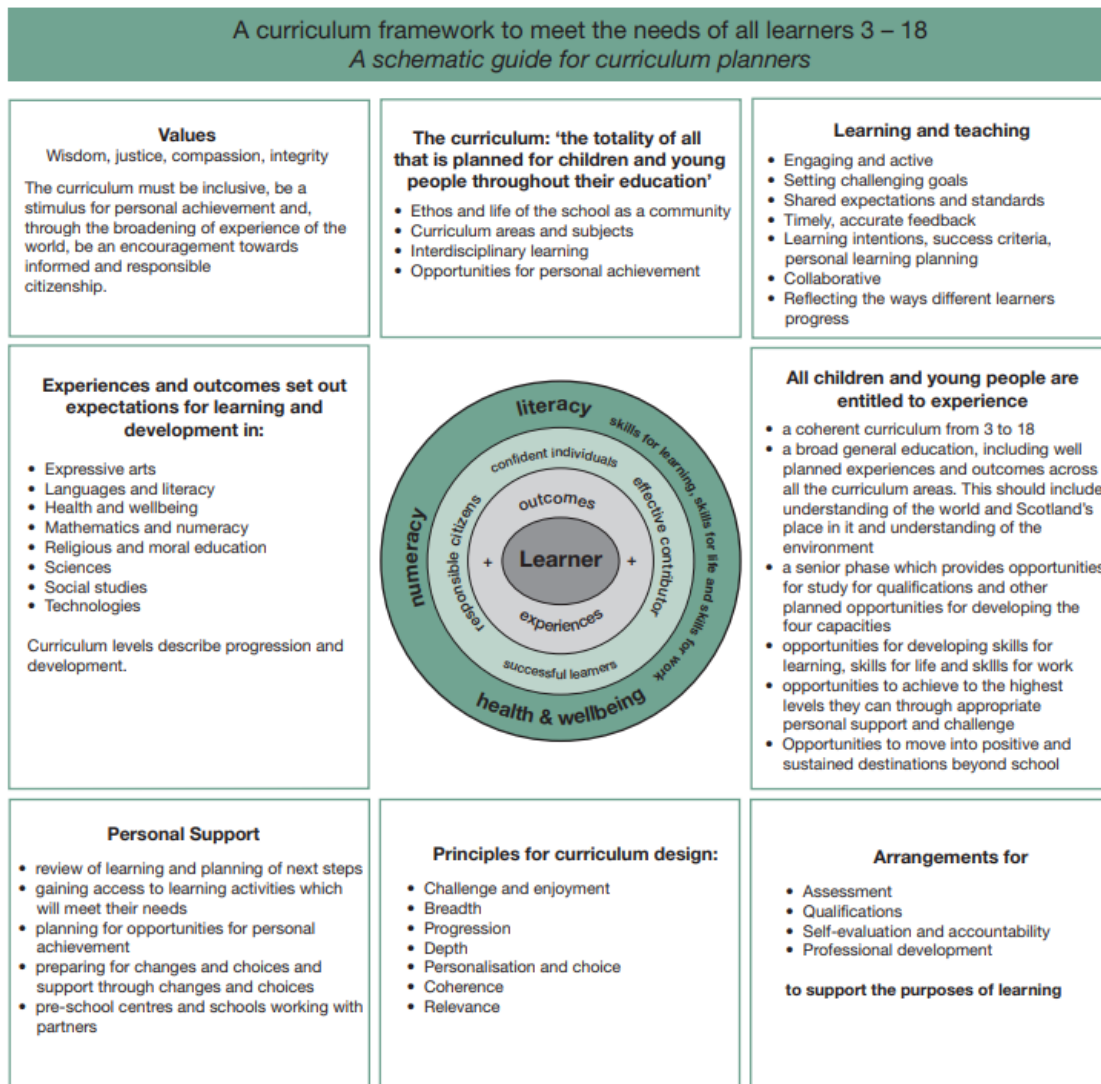
We work closely with support staff in TCSOA and there are well established Enhanced Transition arrangements in place for pupils with Additional Support Needs.

### **Transition between Primary Classes**

In order to support all pupils with these transition stages an information pack held for each class is passed to the receiving teacher.

## 7. The Curriculum

### The Curriculum for Excellence



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

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

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

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

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

Curriculum for Excellence empowers our teachers to make professional judgments about

what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

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

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

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

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

## **Health and Wellbeing (including Physical Education)**

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

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

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

The school was awarded Health Promoting Schools status in June 2010. We were the first primary school in Perth & Kinross to be awarded a GOLD Sports Scotland Sports Award in 2015 and we were delighted to receive our third Gold Award in 2024.

## **Physical Education**

Children receive a minimum of two hours of Physical Education each week. In addition, each school session, children in Primary 5 or 6 are given a course of ten lessons in swimming. We also participate in inter-school sporting competitions and upper school pupils benefit from opportunities to participate in schools' orienteering, cross country and multi-sports events.

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



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

## **Literacy (reading, writing, listening and talking)**

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

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

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

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

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

## **Modern Languages**

In Dunning School all P1-7 pupils have the opportunity to learn French. Lessons are taught using games, songs and practical tasks to encourage listening, speaking, reading and writing in French. We also strive to embed French in everyday school life. P5-7 pupils also learn German.

## **Numeracy**

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

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

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

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

## **Social Subjects & Sciences**

Our aim is to promote the children's knowledge of their own environment and their understanding of how it works, and to compare this environment with those of other places and times.

Projects are undertaken within the school year based on the themes of People, Past Events and Societies; People, Place and Environment and People, Society, Economy and Business. Social Studies are taught through a varied style of learning involving practical activities, visits and learning from experts, book and research type tasks as well as listening and discussion.

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

The local environment is used whenever possible as it is an excellent source of opportunities from which the children can develop basic skills and concepts.

Fieldwork visits and speakers, locally and from further a field, are encouraged at all stages.

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

## **Expressive Arts**

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

## **Music**

Music lessons are held regularly by class teachers and the children are given the opportunity to develop a wide range of creative skills. The emphasis is on music-making and enjoyment. Children are given regular opportunities to develop their musical abilities in singing and playing instruments. Instrumental tuition in violin, woodwind and guitar is available for a limited number of children, usually from P4/5 upwards. Tuition is provided by a visiting instrumental instructors.

Details of the scheme and current charges are available from the school office.

Class teachers also support children's musical development and we create regular opportunities for our pupils to perform through concerts and shows and to experience the live performance of visiting professional musicians.

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

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

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

## **Art and Design**

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

## **Drama**

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

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

## **Technologies (including ICT)**

Our technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

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

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

We were delighted to receive a Digital Schools Award Scotland in 2024.

## **Extra-Curricular Activities**

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

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

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

## **Extra Spiritual, Moral, Social & Cultural Values**

### **Development of Pupils' Values**

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

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

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

## Religious & Moral Education

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

### Parental Rights

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

### Religious Observance

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

## 8. Assessment & Reporting

### Assessment

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

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

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

At every stage pupils’ work and progress is assessed in various ways. The teacher will watch how the children go about doing the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood and will examine jotters and other written work. Pupils will themselves evaluate their own progress and that of their peers. At the end of a block of teaching, the class teacher will update a formal record of pupil progress.

With help from the teacher, children are encouraged to look at their own work to see which things they have done well and which things they can improve. Teachers share with pupils the learning outcomes for a lesson. The success criteria for language and maths lessons (and often also other curricular areas) are often co-constructed and always shared with the pupils; the child will therefore have a clear idea of ‘what a good one will look like’ and will know what his/her next step in learning will be. Through Teacher/learner conferencing, children evaluate their learning and set their next steps. This personal learning planning process is critical to children becoming independently self-evaluative.

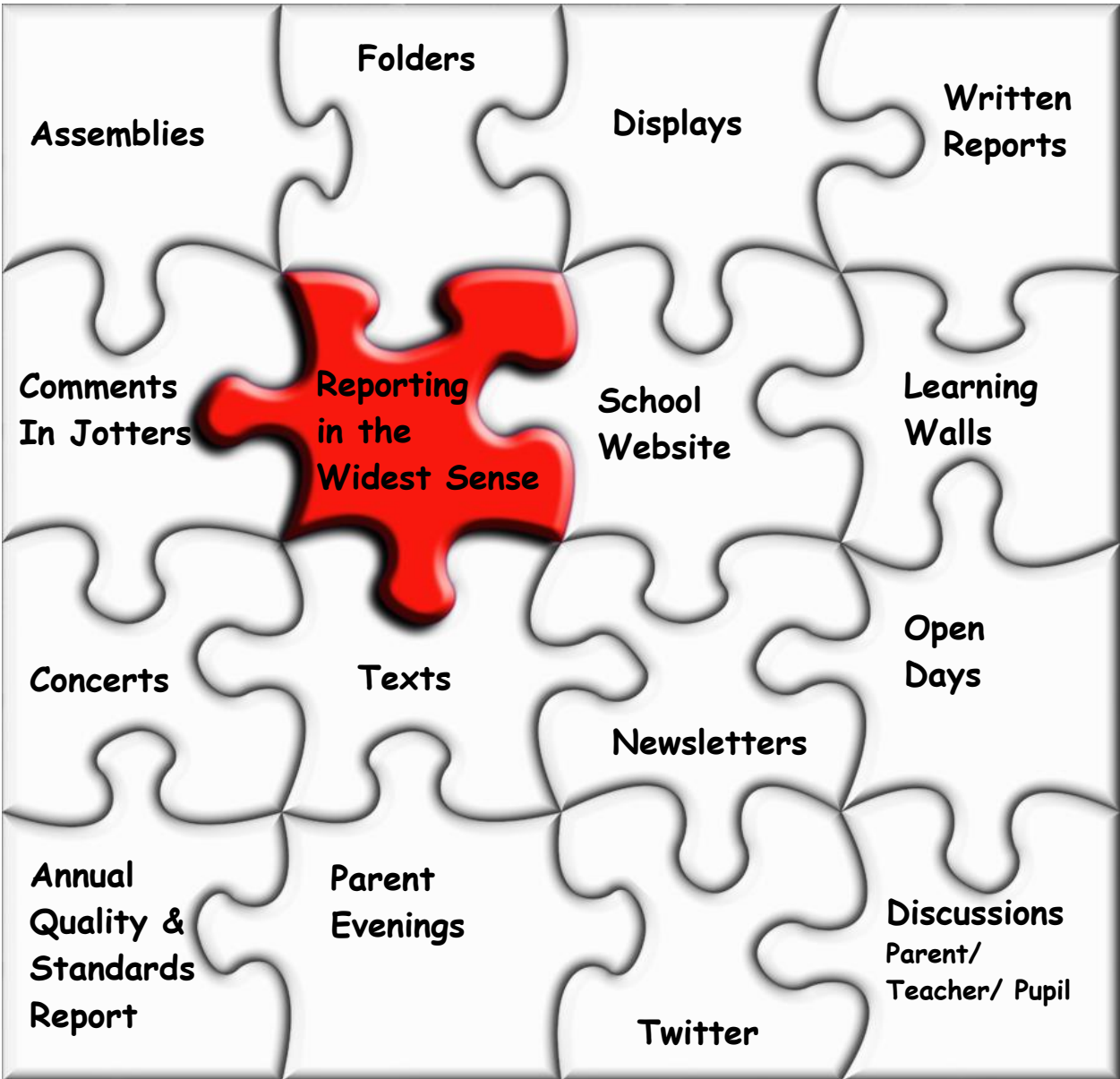
Continuous assessment is made by the teacher's day-to-day observation and progress checks are given to ascertain how well certain facts of a particular process have been learned or taught. This assists in planning appropriate next steps for pupils to ensure a spiral of progression in the children's development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

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

All schools in Scotland now use **National Standardised Assessments in P1, P4, P7 and S3** which give **diagnostic** and **standardised** information regarding pupil progress and attainment in numeracy & mental maths, reading and writing. The information is used to provide further rigorous and robust assessment data and is considered in conjunction with the full range of assessment techniques used by teachers to monitor pupil progress.

For more information, visit the school website.

**Reporting**



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

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

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

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

In Primary 7, pupils also complete a personal profile. This is a reflection tool for pupils to use to detail their achievements, both in school and at home, throughout the year as well as detailing their personal skills. Pupils will use these as they move into Secondary Education as part of their transition. At all times, we aim to ensure all aspects of assessment are fluid and responsive to the needs of all learners and provide a steppingstone to supporting progression and achievement.

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

Likewise, it is important that families are aware of any issues which arise in school concerning their child.

The school will endeavour to keep this open-door policy working through both formal and informal communication such as our 'Learning Links', Just2Easy, Twitter, notes home, phone calls and meetings.

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

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

A record of the child's progress is kept by the Primary School and passed to any other school the child subsequently attends. These records are treated in strict confidence.

## **9. Support for Pupils**

**Our Principal Teacher Mrs Kennedy is our Pupil Support Co-ordinator and Mrs Williams is our visiting Pupil Support Teacher.**

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

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

It is a central aim of the school to provide a curriculum which is appropriate to the needs of every child and we seek to do this by making the very best use of available resources and support services. A significant proportion of children will receive learning support at some point in their school careers. This is frequently of a short-term and very specific nature, although for some children, support will be required for a longer period.

It is important to understand that the initial responsibility for support for learning lies with the class teacher. By tailoring the work and the learning and teaching approach to the needs of the individual child he/she can address difficulties and help the child maintain steady progress. We also have Pupil Support Assistants who help to provide regular support for children within the classroom.

A key feature of our classroom support is the use of small group work. Where we feel a small group of children need some short-term additional support in one area to help them achieve a target, we plan a programme of work and a member of support staff will work with them, in class. This has proved to be a very effective aspect of pupil support within the classroom.

At present, we have a visiting Pupil Support Teacher specialist for one day each week. In addition to the specialist teaching role, the specialist assists class teachers with the diagnostic assessment of children and construction of individual work programmes.

Where a child is identified as having additional support needs of a more long-term nature, the class teacher prepares and implements a suitably differentiated programme of work, drawing as appropriate on the range of support services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy etc. This plan is called a Child's Plan.

Where a Child's Plan is in place, a meeting involving as many of the partners supporting the child in their learning, including parents, will be held to agree targets. These will be reviewed (at least) annually.

Where specialised equipment or facilities are identified as being necessary to support a child's progress, the school and Education Service will take action to provide this, wherever possible.

Where a child has been recorded as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or outwith Perth & Kinross Council, nominated by the Authority or a special school for which a successful placing request has been made.

Looked After Children, in line with Education (ASL) (Scotland) Act 2004 "are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting." Perth and Kinross Council website

More information may be obtained in the following ways:

Contacting the Perth and Kinross Council ASL Co-ordinator, at Pullar House on 01738 476390

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

Further information regarding Additional Support Needs can be found in the following information sheets\*:

- [Leaflet 1 Does my child have ASN \(PDF\) \[119KB\]](#)
- [Leaflet 2 How will my child's Additional Support Needs be met \(PDF\) \[134KB\]](#)
- [Leaflet 3 What type of plan might my child need \(PDF\) \[123KB\]](#)
- [Leaflet 4 What is a Child or Young Persons Plan meeting \(PDF\) \[123KB\]](#)
- [Leaflet 5 - Additional Support Needs - Resolving Disagreements \(PDF\) \[145KB\]](#)
- [Leaflet 6 What support is available in Early Years \(PDF\) \[120KB\]](#)
- [Leaflet 7 Transitions \(PDF\) \[156KB\]](#)
- [Leaflet 8 Placing Requests \(PDF\) \[139KB\]](#)
- [Leaflet 9 How does the Law support children young people and parents \(PDF\) \[155KB\]](#)
- [Leaflet 10 As a parent and as a yp what can I ask for \(PDF\) \[127KB\]](#)
- [Leaflet 11 Outreach Support Service \(PDF\) \[123KB\]](#)

(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](mailto:info@enquire.org.uk)
- Advice and information is also available at [www.enquire.org.uk](http://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

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

## 10. School Improvement

Dunning Primary School was last inspected by Education Scotland in March 2015. The very positive report is available on our school website. [Dunning Primary School - Inspection Reports](#)

The main achievements of the school over the last 12 months are also outlined in our Standards and Quality Report which is produced each year and available on our school website. [Dunning Primary School - Standards and Quality Report](#)

Our plans for improvements of the school's performance are detailed in our Quality Improvement Plan which is produced each year. This document is shared with our Parent Council and is available from the school office in paper format. The plan is available on our school website. [Dunning Primary School - Strategic Quality Improvement Plan](#)

## 11. School Policies and Practical Information

The school behaviour policy and other practical information can be found on our website.

Policies relating to school transport, school clothing grants and obtaining financial help with school meals are available on the Council Website : <https://www.pkc.gov.uk/schools>

### Homework

#### *Why set homework?*

We feel there are good reasons for giving children a moderate amount of homework in the primary years.

- It provides opportunity for reinforcing and consolidating work done in the classroom.
- It helps you keep in touch with aspects of your child's school work.
- In the upper primary years, it helps prepare children for the increase in homework which they will encounter in secondary school.
- It can help to foster an independent work habit.

#### *What kind of homework can I expect my child to bring home?*

Homework should be meaningful. We do not believe it is an end in itself. It should relate to your child's needs and his/her class work. It should never become a ritual. Teachers will always try to set homework with which they feel your child can cope and have some success.

Within these general principles, homework may take many forms. It may involve the preparation of reading, particularly in the early and middle years. It may involve written work in language or maths where skills and knowledge gained in class are practised and consolidated. It will include the learning of multiplication tables, a vital but time-consuming activity where your assistance can be particularly effective. In the upper stages, it will also



involve the revision of spelling. Homework may also be set in relation to class topic or “project” work.

Some homework tasks may be set for the following day but it is now quite common for longer term assignments to be set with the completion date several days away. Such assignments require your child to plan his/her work sensibly and make best use of available time – not always an easy thing for many children, but one which we feel is well worth working on.

*How much homework should my child be set?*

This varies from stage to stage and your child’s class teacher will provide guidance on this and other aspects of homework at the beginning of the school year.

*How can I help my child with homework?*

The completion of homework is your child’s responsibility. You can help by discussing work, showing interest and giving encouragement. Of course, there will be days when the pressures of family life prevent you from doing this.

Try to ensure that your child can work without distraction. Some children like to work in the isolation of their bedroom while others work better with the company of the family around them. Some children like to get their homework over with as soon as they get in from school while others prefer to wait until they’ve had something to eat etc.. There are no hard and fast rules! You know what suits your child best. We will help your child by always trying to set appropriate work, by preparing the task adequately in class and by giving the child feedback or returning marked work, as soon as possible.

*How do I know what homework has to be completed?*

Reading homework is noted in your child’s reading record. Other homework tasks may be shared on Just2Easy or Teams. It is helpful if you can sign the diary to show that you have seen your child’s completed work. If you have any queries or points you wish to make regarding your child’s homework, please use the diary or reading record to do this.

*What do I do if my child is having difficulty with homework?*

Hopefully this should not happen too often if the homework is suitable. However, there may be times when a child is uncertain or has forgotten how to do something. In many cases, you will be able to sort it out yourself but, if in doubt, please put a wee note in the homework diary and tell your child to leave it until the next day, when the teacher will sort it out in class. Your child’s teacher will always be happy to discuss homework details with you.

*What happens if my child forgets to do homework?*

We accept that this can happen from time to time and the occasional lapse will be dealt with sympathetically. However, where there is a regular pattern of homework not being completed, steps will be taken to ensure that the work is done.

*Any other points?*

Under normal circumstances, homework will not be provided for children who are absent from school due to illness. The child’s recovery and convalescence are more important than keeping up with class work, at that time.

Where a family takes a holiday during the school term, any catching-up on work missed will be done when the child returns to school. **NB School work will not be given to a child to complete on holiday.**

## Organisation of the School Day

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

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

There is a morning interval which takes place between 11.00am and 11.15am; although on

some occasions a class may have their interval at a different time, in order to fit in with specific events.

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

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

We hold our P7 Achievement Assemblies and our School Assemblies on Fridays, and this session, Social Lunch for year groups on Thursdays. See our School Website for more details.

## Uniform/Clothing

The school uniform consists of:

Navy blue skirt or trousers

Yellow polo shirt and

Navy or yellow sweatshirt, jumper or cardigan.

Gym Kit: navy shorts, yellow t-shirt, yellow or navy hoodie and black gym shoes.

Clothing can be obtained from a number of local shops. Uniform items with our embroidered 'dragon' logo are available to order from the school website. [Dunning Primary School - School Uniform](#)

We would be grateful for the support in ensuring that children **do not wear jewellery, fancy hair accessories, make-up or nail varnish** to school (exception: normal watches). It's nice to keep these 'decorations' special and for out of school times (and it helps to keep the focus in school on learning!). For safety, if ear studs *have* to be worn, then pupils **must** cover these with tape prior to PE lessons and children with long hair **must** have it tied back.

## School clothing grants

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

## Indoor Shoes

All children are asked to change their shoes in school. Children are asked to bring plimsolls or trainers for this purpose. Children leave these shoes in school. By changing their shoes, it means that carpeted classrooms are kept free of mud and allows children to be comfortable when sitting on the carpet in front of the Interactive Boards.

## Dress for P.E.

In the interests of Health and Safety, we ask that children have blue/black shorts, yellow t-shirts and rubber soled gym shoes for physical education (heavy training shoes are not suitable). During winter months we continue to do P.E outside, so you should send along warmer clothes with suitable outdoor shoes for running around in. Clearly, a successful uniform policy depends heavily on effective partnerships with Parents. We are delighted at and very grateful for the tremendous levels of support and encouragement from our parents in promoting our uniform with our pupils.

## Transport

Free school transport is available to pupils within our catchment area who live more than two miles from the school measured by the shortest available walking route. Application forms may be obtained from Head Teachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the

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

## School Meals

See section D in Local Authority Information section.

## Health Care

P1 screening is carried out by our School Nurse.

If your child suffers from any specific medical condition e.g. an allergy to Elastoplast, is asthmatic or diabetic etc., the school should be informed in order that appropriate action may be taken if necessary.

It would also be helpful if you could let us know when your child is taking a course of medication. Parents can be assured that all such information will be treated in strict confidence.

If a child requires medication at school times, a medicine administration form must be completed. Please ask Mrs McDonald or Mrs Grindall.

**No medicines may be administered without a completed form.**

## Key Principles (Administration of Medication in Schools Guidance 2015)

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

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

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

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

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

Parents/carer are responsible for supplying information about medicines to the school and should complete either: Parental Request for Medication to be Administered form or Parental Request for Medication to be Self-Administered

Schools should keep a record of medication given to pupils.

Pupils sometimes ask for general painkillers at school. Staff should generally not administer non-prescribed medication to pupils. If a pupil requires some form of painkiller staff must contact the parent/carer and seek consent for the child to self-administer the medication held in the school, supervised by a member of staff.

If a pupil is known to suffer from acute pain, the parents should complete a self-administered parental consent form and supply the appropriate medication in original packaging, clearly marked with the child's name and instructions on when their child should take the medication. Staff should supervise the pupil, record details of the medication taken, and inform the parents in writing on the day the medication is taken.

It is essential for the school to have an up-to date emergency contact for all children in case of accident or illness. Occasionally the school may have to close unexpectedly and in this instance parents or contacts will be notified by text.

Emergency contacts / information gathering forms should be completed at the commencement of each school year or enrolment of child.

Please notify the school of any changes promptly.

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

Some examples of 'Healthy Opportunities' in Dunning School:

A well-balanced school lunch menu is offered with several healthy choices.

Pupils learn about Health issues appropriate to their needs and age, including Nutrition, Safety (including Online Safety), Sexuality and Drugs education.

The school has a variety of resources to help us deliver the curriculum and various Health Specialists visit us to complement classroom activities.

### **Our Health Coordinator is Mrs Campbell.**

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

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

## **Composite Classes**

### **What is a Composite Class?**

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

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

### **How does a school decide how many classes to have?**

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

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

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

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

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

### **How does the headteacher decide on class groups?**

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

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

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

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

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

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

These might include:

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

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

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

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

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

## **Arrangements for Emergency Closures**

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

**Perth & Kinross Website** [www.pkc.gov.uk](http://www.pkc.gov.uk)

**Follow Perth & Kinross Council on** [Twitter](https://twitter.com/PerthandKinross) (@PerthandKinross)

**Find Perth & Kinross Council on** [Facebook](https://www.facebook.com/perthandkinross)

Radio Tay (used in all instances)

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

Radio Forth (only used for widespread weather conditions)

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

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

Frequency FM 103.1

Perth FM (only used for widespread weather conditions)

Frequency FM 106.6

Radio Kingdom (only used for widespread weather conditions)

Frequency FM 95.2, 96.1, 96.6, 105.4, 106.3

### **Perth and Kinross Council Customer Service Centre**

(Available from 08:00 hours to 18:00 hours however this line may operate from 07:00 hours in exceptional circumstances)

Parents/Carers should dial 0845 3011100. Calls are charged at the local rate.

## **12. Name of Child Protection Officer**

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

**The school's designated Child Protection Officer is Mrs Mairi Kennedy.**

## **Are you worried about a child or young person?**

**It is everyone's responsibility to protect children.**

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

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

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

## **GIRFEC**

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

Safe  
Active

Healthy  
Respected

Achieving  
Responsible

Nurtured  
Included

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

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

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

**Please contact Mrs Kennedy or Mrs McPhee if you have any queries or concerns.**