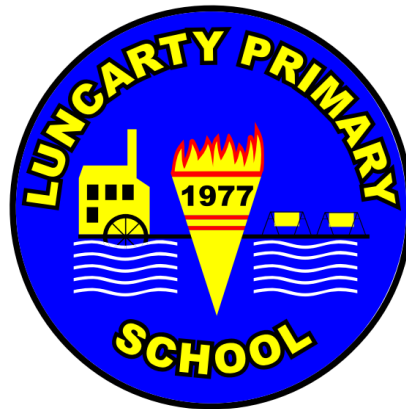


LUNCARTY PRIMARY SCHOOL



School Handbook Academic Session 2025/2026



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



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1 Introduction

LUNCARTY PRIMARY SCHOOL

Dear Parent/Carer

Welcome to Luncarty Primary School.

Luncarty Primary School opened in 1977, is all on the one level within its own playground, playing field and garden areas which have been developed over recent years to include a quiet area, garden areas and trim trail.

The school has a nursery class, five primary classes, and a purpose built after school area for all children from nursery age to Primary 7. The school has a gym hall which is used for assemblies and has a dinner hall.

The school has a very positive ethos which extends to its good reputation in the community, encourages high expectations, enthusiasm, hard work and a caring attitude towards others. We work hard to develop positive attitudes for lifelong learning.

We aim to provide a broad and balanced range of educational and social experiences to meet the needs and abilities of all our pupils, providing opportunities for all to reach their potential. Luncarty Primary School has a secure and caring, environment where each child is valued as an individual and where everyone has equal opportunities.

We are very proud of our school, and this is reflected through our positive attitudes and in the quality of work we expect from our pupils.

Parents are welcome to visit the school, by arrangement with the Head Teacher, to discuss their child's education and well-being. We also aim to involve parents, where possible through open afternoons, evening workshops, class showcases and to help with sports and educational trips. Welcome the opportunity to 'meet' with parents through twice yearly Parent Contact opportunities. We value the contributions of parents and the wider community to the education of our pupils. The positive partnership that exists between parents and teachers is greatly assisted by an active Parent Council which represents the whole parent forum to which all parents belong.

As Head Teacher, I welcome all parents and children who will be attending Luncarty Primary School during the session 2025 / 2026.

Jill Burton
Acting Head Teacher

2 Delineated Area

Luncarty Primary School is situated approximately 6 miles NW of Perth, turning off the A9 at the Luncarty signpost. The school is situated in Marshall Road, which is a cul-de-sac.

The school's delineated boundary extends to the River Tay in the East, from Ordie Cottage in a North Westerly line to Woodend Farm and South East to Berthapark.

Pupils residing in this area can be registered directly at this school.

Additional information is contained in the second half of the handbook compiled by Perth and Kinross Section A.

Information regarding school catchment areas is available on the Perth & Kinross Council website.

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

Parents living out with these areas, who wish to enrol their child at Luncarty Primary School, must complete an online placing request form: <https://www.pkc.gov.uk/article/17301/Placing-request>

3 Contact Details

Useful Information

Address: Luncarty Primary School
Marshall Road
Luncarty
Perth
PH1 3EX

Telephone: 01738 474185

School E-mail: luncarty@pkc.gov.uk

Wraparound E-mail: LuncartyWraparound@pkc.gov.uk

School Website: <https://blogs.glowscotland.org.uk/pk/luncartyprimary/>

2024-25 School Roll – 101, Nursery – 24

Staff

Acting Head Teacher:	Mrs Jill Burton	
Principal Teacher	Mrs E Hepburn	P2/3
Class Teacher	Miss N Taylor	P1
Class Teacher	Miss A Carruthers	P4/5
Class Teacher	Mrs S Small	P5/6
Class Teacher	Mrs P Gentles	P6/7
Pupil Support Teacher	Miss Alison Brown	
Early Childhood Practitioner	Mrs S Fertacz	
Early Childhood Practitioner	Ms A Watt	
Early Childhood Practitioner	Ms M Turner	
Play Assistant	Mrs M Scott	
Nursery Peripatetic Teacher	Mrs N Brown	

Extra Curricular Teachers:

P.E. Mrs R Harrow

School Support Staff
School Support Staff
School Support Staff
School Support Staff
School Support Staff
Facilities Co-ordinator

Mrs L Smith
Mrs E Bruce
Ms K Moore
Mrs J Mercer
Miss J Abrey
Mr S Parks

Childcare Supervisor
Depute Childcare Supervisor
Wraparound Play Assistant

Mrs A Peters-Waistell
Miss E Halls
Mrs Y Campbell

Our Quality Improvement Officer at Luncarty Primary School is Mrs G Knox.

Luncarty Parent Councils

Parent Council Members are:-

Mrs S Delo	Chairperson
Mrs K Young	Vice-Chairperson
Mrs S Burns	Secretary
Miss K Stephen	Treasurer
Mrs Sally Small	Staff member
Mrs J Mercer	Staff member

Ms C Cruickshanks	Mrs J Fisher	Mrs R Rennie
Mrs L Awburn	Mrs G Clark	Ms H Findlay
Mrs K Swan	Mrs K Carling	

The Head Teacher attends in an advisory capacity.

Parent Forum / Council meetings will be held at regular intervals throughout the year to discuss school related issues and fundraising events.

All parents are automatically members of the Parent Forum and are invited to attend all meetings.

Parental Concerns

If there is a concern about your child, then you should contact the school to discuss this with the class teacher or Head Teacher, School Office / email as appropriate. All concerns will be dealt with promptly.

Complaints Procedure

The school is committed to providing a complaints procedure which is responsive, works timorously and acknowledges when things go wrong to seek and correct them. If a problem does arise the problem should in the first instance be made to the Class Teacher or Head Teacher, as appropriate. A complaint may be made in person, by telephone or in writing. The complaint will be recorded detailing the nature of the complaint, the contact details of the complainant and date. This will be dealt with fairly and in a sensitive and confidential manner.

The complaint will be acknowledged within 5 working days and a full reply will be given within 15 working days from the date of receipt of the complaint. In the event that a full response can be made within 5 working days an acknowledgement will not be sent.

If the problem is not resolved, the complainant should contact the school's designated Quality Improvement Manager, who will advise on taking forward the complaint within the

formal complaint's procedure. Details can be found on Perth and Kinross Website or by contacting Customer Service Centre on 01783 475583
Email: customercomplaints@pkc.gov.uk

Attendance

It is essential your child attends school every day; however, we know this is not always possible. Some reasons for not attending can be authorised by the school, i.e. illness, whilst others are unauthorised, i.e. holidays during term time. These will be recorded accordingly.

Please try to avoid taking holidays during term time, as your child will miss important teaching, which cannot be replaced and continued absence affects your child's learning and attainment both short and long term.

If your child is absent due to illness, please phone or e-mail the school before 9am to report the absence.

If you know that your child is going to be absent for a particular reason, please inform the school beforehand by letter stating the date of absence and reason your child will not be attending school.

This information enables the staff to know who is in school and who is absent each day, thus ensuring the safety of your child.

Registration

Registration for Primary 1 takes place in January. Parents should enrol their child online at www.pkc.gov.uk - schools. You will require your current Council Tax notice, child's birth certificate.

A Primary 1 parent information sharing session will be arranged for June, to provide our prospective parents the opportunity to meet staff, one another and gather information prior to their child beginning in August.

Our pre-school children will participate in transition activities throughout the year with building to spending time with their prospective Primary One teacher. Children out with our Nursery setting will be invited along to join transitional opportunities in term 4.

4 School Ethos

Our Vision

- To develop confident and successful individuals who can successfully participate, engage and contribute to their own education, to the school community and to the National and Global community in which they live both now and in the future.

Our Values

The Luncarty Values are **Kindness, Responsibility, Respect, Teamwork** and **Trust**.

Expectations of all **Luncarty learners** are to be -

- ready – being ready for learning, being positive and having a growth mindset
- respectful – showing respect towards others and the wider environment
- safe – keeping yourself and others safe both physically and emotionally

School Aims

Aims

The approach aims to promote positive relationships and create a learning environment where everyone feels respected and respect others, is responsible, supported, and cares for others.

We aim to:

- develop positive, trusting and nurturing relationships between parents, staff and children.
- promote self-esteem and self-regulation; build children's resilience to enable them to deal with a range of relationships and life challenges.
- encourage and recognise ready, respectful, safe relationships; supporting learners to make positive choices and develop skills to build and repair relationships.
- teach and model appropriate behaviour through positive interventions, ensuring excellent behaviour is an expectation for all.

Community

The school has a responsibility to ensure that the community shares the life and the work of the school. Events held in or out of school are advertised in the village and villagers are warmly invited to attend.

Local people are welcome as visitors in the school, as part of our audience or formally as visiting speakers or to coach the children in particular skills.

The area around the school provides a wealth of opportunity for learning. Local businesses have supported the school through community working days and at our various school events.

Pupils take an active part through their involvement in Eco activities, Pupil Council, and wider achievement groups broadening their skills and experiences.

5 Parental Involvement

Co-operation and communication between home and school is necessary and important and parents are encouraged to participate in all aspects of school life. We appreciate the parental support as both pupils and staff benefit as a result.

Communication between school and home takes place in a variety of ways: -

- School diaries/record books
- Class Learning Tree issued every teaching and learning block
- Via school newsletters, and Learning Journals
- Open afternoons
- Class showcase
- At parent contact opportunities.

All parents are members of the Parent Forum, which is represented through the Parent Council. Meetings are held each term; or more frequently as required and all parents are always invited to attend to participate in both school developments and take forward Parent Council ideas.

Positive Behaviour

At Luncarty we set high expectations of behaviour and aim to create an ethos where all pupils feel valued and respected, with positive contributions and behaviours welcomed and praised. Effective learning and teaching take place when pupils, school staff and parents work cooperatively to achieve these high standards together.

Through ongoing work within school, the children learn the values of being responsible citizens, effective contributors, successful learners and confident individuals. Where issues arise, a restorative approach is used to enable pupils to feel listened to, discuss their issues and come to a resolution of how to resolve the issue and move forward. This approach is very effective in enabling children to be reflective of behaviours and the impact these can have on others.

Class Charters are used to promote Children's Rights and are a structure to support an agreed set of expected expectations and behaviours in the classroom.

Values are also developed through our Health and Wellbeing Programme which supports the ethos of the school and the wellbeing of all children.

Where unacceptable behaviour becomes a major concern, the full co-operation with parents is essential to solve any problems. Class teachers and Senior Management will discuss concerns with families and will seek advice, if necessary, from other agencies to support finding a solution.

Anti-bullying Policy

Bullying is defined as unwanted and uninvited verbal, physical, emotional or online conduct which causes distress and harm to the person experiencing it. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident. Bullying is a combination of behaviours and the impact they have. It can be a range of behaviours including:

- Physical: This may include hitting, kicking, pushing or taking someone else's property.
- Verbal: This may include spreading rumours, name calling, teasing or talking about people.
- Emotional: This may include excluding someone from the group, embarrassing someone or making someone feel bad for being different
- Cyber: This often involves the same type of behaviour as other bullying, for example name calling, spreading rumours or leaving people out, but takes place online, on social networking sites etc.
- Prejudiced-based bullying: This may include being targeted because of who you are or how people see you.

Bullying behaviour has an impact upon the child who experiences it and it is everyone's responsibility to deal with negative behaviour quickly and effectively.

This school adopts a proactive approach including a focus on anti-bullying through class work, whole school work, Bounce Back and using Restorative Circles. When bullying behaviour does take place, we need to respond appropriately by addressing the needs of those involved. This will be carried out within a framework of respect, responsibility, resolution and support. We will use Restorative approaches to help build, maintain and repair healthy relationships.

Incidents of bullying behaviour will be recorded as it is essential we monitor responses and the effectiveness of our anti-bullying policy and practice.

Support for Parents, Carers and Pupils leaflet - www.pkc.gov.uk (and on school website)

School Rules

Ready, Respect and Safe are our 3 overarching rules under which the children have categorised the following:-

READY

- We listen to others without interrupting them.
- We try our best, work hard and learn from our mistakes.
- We come to school on time.

RESPECT

- We treat others the way we would like to be treated.
- We always tell the truth.
- We are kind, polite, helpful and aware of other's feelings.
- We look after our own and other people's belongings.

SAFE

- We speak to an adult or older pupil if we need help with a problem.
- We encourage respectful behaviours.
- We always walk in corridors to avoid accidents.

We reinforce this approach in class time, in the playground and during assemblies to celebrate children's success through praise and rewards both at class level and at whole school level.

6 Transitions

Transfer from Nursery to P1

Transition visits are organised during the Summer Term for children who will be moving from nursery to P1.

Children enrolling in P1 attending other nurseries are also invited to visit and additional opportunities are organised to support a smooth transition process.

Transitions within the school

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

Transfer to Secondary School

Children who attend Luncarty Primary shall transition to Perth Grammar School for their secondary education unless a Placing Request is made to undertake their secondary education elsewhere. Please do contact the school should you wish to discuss further.

Throughout their Primary Seven year, children benefit from a variety of transition opportunities, inclusive of meetings and tours with parents, online sessions and in-person visits and activities.

An enhanced transition programme is in place for those children who require it. This is often for those with additional support needs, however, this can be arranged if deemed necessary for children who may find this process particularly challenging.

The Grammar's parents' handbook is available in January to all parents of Primary Seven pupils in the catchment area; and is available to others on request.

7 The Curriculum

A Curriculum for Excellence ensures that the pupils receive a broad, balanced, cohesive, curriculum from Nursery through to secondary school and beyond. It provides a balance of teaching which supports children in becoming successful learners, confident individuals, responsible citizens and effective contributors.

Children learn at different rates and have different strengths and needs. Ensuring that each child reaches their potential is an integral part of learning and teaching at Luncarty Primary.

Programmes of skills are planned at whole school level for each curriculum area, ensuring there is progression as each child moves through each level. Benchmarks are used to track pupils' progress year on year to ensure the teaching and learning is at the correct pace and there is good support and challenge.

A variety of teaching approaches are used taking account of children's learning styles, interests and opportunities to work outdoors, experience trips and work with experts within and out with school, all contributing to the children's learning experiences.

Contexts for learning offer regular opportunities for cross curricular work, application of skills taught and develop independent learning skills.

Children have regular opportunities to be involved in planning what they learn, how they learn and choice in ways to show their learning. As children become more skilled, they show increasing confidence in making good choices and working independently towards the desired Learning Outcomes.

Each teaching and learning block, parents will receive the Parent Plan. This will give information on the key areas of learning.

Language and Literacy

English Language

The Literacy and English Framework aims to develop competence in listening and talking, reading and writing as well as to develop critical and creative thinking, interpersonal and team working skills which are so important in life and the world of work. The literacy experiences and outcomes promote the development of skills in using language; particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply language.

The Literacy and English Framework promotes competence and confidence in literacy, including competence in grammar, spelling and the spoken word, all essential for progress in all areas of the curriculum.

The three lines of development for literacy skills are reading, writing and listening and talking within each of these there are organisers relevant to all curriculum areas as indicated below.

Reading

Enjoyment and choice
Tools for Reading
Finding and using information
Understanding, analysing and evaluating

Writing

Enjoyment and choice
Tools for Writing
Organising and using information
Creating texts

Listening and Talking

Enjoyment and choice
Tools for listening and talking
Finding and using information
Understanding, analysing and evaluating
Creating texts

Maths and Numeracy

Numeracy is a fundamental life skill and involves developing a confidence and competence in using number that involves solving problems, interpreting and analysing information, making informed decisions and setting foundations which can be built upon through lifelong learning.

Numeracy is a subset of Mathematics and is a core skill which permeates all areas of learning allowing pupils the opportunity to access the wider curriculum.

The core skills are planned, taught and revisited and are organised around the following themes:

- Estimating and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Information handling

Mathematics is the study of the properties, relationships and patterns in number and shape and the application of this knowledge to analyse, interpret, simplify and solve problems.

Mathematics develops logical reasoning and developing the ability to think in abstract ways.

The mathematics outcomes are outlined as follows:-

- Number, money and measure
- Basic number processes
- Measure
- Patterns and relationships
- Expressions and equations
- Shape, position and movement
- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation
- Information Handling
- Data and analysis
- Ideas of chance and uncertainty

The importance of Mental Arithmetic is recognised, and this will always be within daily numeracy and maths teaching and learning programmes at all stages.

Health and Wellbeing

The main purpose of health and wellbeing is to develop the knowledge and understanding, skills, capabilities, and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.

Certain aspects of health and wellbeing are taught through focussed programmes, such as Emotion Works, developed within the school to develop skills and learning in a progressive way. These are structured under the following headings:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Social Studies

Social Studies are taught from Nursery through to P7 to develop children's understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. Social Studies are taught through planned contexts, which offer a progression in knowledge and understanding, skills, attitudes and values and are designed to link with other areas of the curriculum to provide learners with a deep, enjoyable active experience.

The following areas are the focus for context work within Social Studies:-

- People, Place and Environment
- People, Past Events and Societies
- People in Society, Economy and Business

Science

Through Science children develop their interest in, and understanding of living things, materials and the physical world through engagement in a wide range of collaborative tasks, enabling pupils to develop important skills to become creative and enterprising in a world where the skills and knowledge of science are key.

Technologies

Technologies relate particularly to contexts which provide scope for developing technological skills, knowledge and understanding and attributes through creative and practical activities. The technologies are:-

- Technological Developments in Society
- ICT to Enhance Learning
- Business
- Computing science
- Food and Textiles
- Craft, Design, Engineering and Graphics

Information Technology

Digital Technology supports all pupils in their learning. There are laptops in each class. We have created a class set of iPads which are used on a rotational basis. This enables whole class ICT to be developed. The children access a wide range of digital technology to support them in their learning.

Expressive Arts

Expressive Arts includes Art and Design, Drama, Music and Dance.

Through Expressive Arts we aim to stimulate children's imagination and develop their emotional and aesthetic responses. Where possible, work in these areas is linked to the class contexts. Class teachers integrate art and design, drama and dance into their teaching and learning programmes and contexts.

*Music Tuition

See section F in Perth & Kinross Council Education & Children's Services Appendix

Modern Languages

French is taught throughout the school from P1 - P7 as the first modern language. This focuses on Talking and Listening in P1 and extends to reading and writing in P2 – 7. Spanish is taught in P5- P7.

Religious and Moral Education

Religious and moral education helps children explore the world's major religions and views which are independent of religious belief, and to be challenged by these beliefs and values. It supports children in developing their values and their capacity for moral judgement, through developing awareness and appreciation of the value of each individual, in a diverse society. Religious and moral education engenders responsible attitudes to other people. Through teaching and learning children will be encouraged to reflect on the beliefs, values and traditions they have studied. The following areas are part of the R.M.E programme:-

- Christianity
- Other World Religions
- Development of Beliefs and Values

Religious Observance

We enjoy visits from the Gospel Hall who share Bible stories and songs several times during the session. We also have occasional visiting speakers to lead assemblies.

Under the terms of the Education (Scotland) Act 1980, "Any pupil may be withdrawn by his/her parents from instruction in religious subjects and from religious observance." Any parent who wishes to exercise this right must first discuss the matter with the Head Teacher

Further information can be found at:

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

8 Assessment & Reporting

Assessment

Assessment of pupils is carried out in an ongoing basis by the class teacher and is in line with Curriculum for Excellence guidance. This is to ascertain the progress made by individuals to provide challenge or to diagnose difficulties encountered and to plan a suitable support programme and next steps in teaching and learning which is appropriate to individuals' developmental needs. Ongoing formative diagnostic and summative assessment is an integral part of the curriculum and is built in at the planning stage. In conjunction with this, children self and peer assess at all stages to reflect on their own and others work and progress.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels, which are explained in the table below.

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some the fourth level broadly equates to SCQF level 4
Senior phase	S4-S6 and college or other means of study

Scottish National Standardised Assessments

The Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. The online, diagnostic assessments will focus on reading, writing and numeracy skills. Each child in P1, P4 and P7 (and S3) will complete the assessments as part of their normal class work. The assessments usually take place in November, January and April. The assessments are diagnostic and will give teachers and managers a picture of each child's strengths and next steps for learning. Children do not have to revise or prepare for these assessments. The assessments do not give scores, grades or levels. The assessment data gathered will give information on each child's progress in their learning and will be used by teachers when they are planning the learning experiences and activities for their class. This information, along with all the other information teachers gather on how children are progressing, will inform teachers' professional judgements on their pupils. As this is very new to us all, there will be a number of training opportunities for all staff and further information for parents.

Meanwhile information for parents can be accessed on:

<https://standardisedassessment.gov.scot/parents-and-carers/>

Attainment

The school is committed to ensuring that every child reaches their potential. This is achieved through focussed teaching, parental support and involving children in their learning. All of these factors contribute significantly to each child's attainment. We expect a high standard of work and most of our pupils attain or exceed the standards expected.

Learning Journals

Learning journals provide an opportunity for learners to share their progress and next steps with parents. We use Learning Journals to communicate these, consisting of:

- A piece of Numeracy learning
- A piece of Literacy learning
- A piece of Health and Wellbeing learning
- An additional piece of learning from across the curriculum

The pieces of learning outlined above shall include the Learning Intention, Success Criteria, show learner understanding and identify next steps in learning.

The purpose of sharing our Learning Journals is to stimulate discussion about learning at home and to provide an opportunity for feedback from parents and carers.

Wider Achievements

Recognition of children's wider achievements both in and out of school is important for them to apply and develop new skills.

We encourage children to talk about their wider achievements and the skills they are developing through them. These are recorded in a variety of ways appropriate to their age and stage of development. Children are encouraged to share any wider achievements out of school at our weekly assembly.

Reporting

Evidence of each pupil's work is used to inform progress and reporting to parents. Along with formative and summative assessments, this information enables the teacher to plan teaching and learning appropriately. We welcome meetings with parents to discuss the work of their child and our open afternoon offers the opportunity for each child to discuss their progress with their parents, taking the responsibility to organise and present this to them.

Children are given opportunities to feedback to Senior Management each school session with time allocated to report their own progress across the curriculum discussing challenges and any support required. This information is recorded and feedback given to their class teacher.

Written Annual reports are sent home in June.

We look forward to welcoming parents into school as positive partners in their children's learning.

Parents are also encouraged to contact their child's teacher or Head Teacher (telephone or email) if there are any issues or concerns that require immediate action.

9 Support for Pupils

Additional Support Needs (ASN)

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier to learning.

The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out parents' rights within the system. The Act has been subsequently amended by the Education (Additional Support for Learning) (Scotland) Act 2009 ("the 2009 Act") and the Equality Act 2010.

It is the duty and responsibility of everyone within Education and Learning to promote and implement the requirements of the legislation in relation to children with additional needs. At Luncarty Primary School, children who have Additional Support Needs (ASN) are supported within the terms of the overall Additional Support Needs Strategy of Perth & Kinross Council.

Their barriers to learning may be identified from the overlapping themes of learning environment, family circumstances, disability or health need, and social and emotional factors. It is the impact upon the individual of any particular factor which will be critical in determining whether the child or young person requires additional support. Children may require additional support long or short term, to ensure that they benefit from their school education.

In consultation with the Headteacher collaborative working practice with parents, class teachers, the Pupil Support Teacher and other professionals is promoted through the appropriate level of planning. i.e. Personal Learning Planning (PLP); Individualised Education Plan (IEP) or Coordinated Support Plan (CSP).

Staff seek and take account of children's views as part of this process. Regular reviews of children's additional support needs and progress involve children, parents, school staff and other professionals as appropriate.

The school is fully accessible to children and young people with mobility difficulties and the school and local authority, as appropriate, provide specialist equipment.

Parents who think their child may have additional support needs or who wish further information are encouraged to contact the school in the first instance.

Information can also be accessed via the Website Link:

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

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

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

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

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

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

10 School Improvement

The school publishes an annual **Standards and Quality Report** which is emailed to parents and is posted on the school and council website. The report includes attainment information, details of achievements over the last 12 months and identifies the school's priorities for improvement over the next session.

A summary of the **School's Improvement Plan** is also issued to parents and is posted on the school website.

Both these documents help to ensure that parents are kept fully informed of the school's performance.

11 School Policies & Practical Information

Organisation of the school day

Primary 1 – 7 start of day	9:00am
Break	10:45am – 11:00am
Lunch	12:15pm – 1:15pm
Primary 1 – 7 end of day	3:15pm
Nursery	9.00am – 3.00pm
Wraparound Breakfast Club	8.00am – 9.00am
Wraparound After School	3:00pm – 6.00pm

School Meals

School meals are served daily in the dining hall at a cost of £2.25 per day. To facilitate banking, we request that all dinner money is paid in advance through ParentPay. Free school meals are currently available for pupils in P1 – P5. Packed lunches may also be eaten.

Application forms for Free School Meals are available from the school office or the Education Services. For further information see Perth and Kinross Council information at the back of this handbook.

School Policies

The authority website provides information on policy

School enrolment to include primary, placing requests and composite classes

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

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

www.pkc.gov.uk/article/17282/Schools-grants-and-benefits

Information of Educational Psychology Services www.pkc.gov.uk/eps

Primary School Meals and free fruit <http://www.pkc.gov.uk/freeschoolmeals>

Homework

In Luncarty P.S we aim for each child to achieve their best. Children learn best when they feel supported and in doing so, both in school and at home, we can help children become successful learners, confident individuals, responsible citizens and effective contributors in all that they do.

Why is homework so important?

Homework helps children

- Practise and build on what they have learned in school
- Learn how to organise and manage their own time
- Take more responsibility for their own learning
- Develop confidence, overcome difficulties and solve problems
- Learn and work independently
- Share their learning with parents/carers

What will homework include?

- Reading
- Language – e.g. spelling; work giving extra practice in language, phonics
- Maths/Number skills practice through the online resource “Sumdog”.
- Context work - either oral or written
- Independent work linked to wider achievements chosen by the child

Not all homework will be written. It may involve preparing for a class talk, collecting items for a topic, drawing, carrying out some research by reading or through the Internet.

Whatever the task, we expect good quality homework of an equal standard to what is produced in class. It's the quality that matters not the quantity.

Recommendations

1. Pupils will be given homework regularly.
2. Homework tasks will be appropriate to the needs of the individual child.
3. Homework should take up to 30 minutes to complete. This may be shorter for P1- P3 and slightly longer for P6 – P7.
4. Senior pupils may be given a task, such as research, to do over a few days. Under these circumstances senior pupils are expected to manage their own time so that work is distributed over the allowed period. This approach will avoid excessive time being spent on homework the day before a task is due to be handed into the class teacher.
5. The completion of homework is the responsibility of the pupil.
6. Homework should be completed in a quiet place which encourages concentrate effort.

7. The presentation of homework should always be neat, and care taken with handwriting.
8. As an indication that work has been seen and / or heard and that satisfactory effort has been made an adult should sign homework or reading record books.

Uniform/Clothing

The school likes to encourage the wearing of the school uniform. The school has its own sweatshirts with the school logo. School uniform can be purchased from:

<https://www.sprinterz.co.uk/spr/>

The basic items of uniform are:

- Grey trousers
- Grey skirt or pinafore
- White shirt or polo shirt
- School tie
- School sweatshirt, hoody or cardigan

For Physical Education, all children are required to wear:

- Black shorts,
- T-shirt (House Colours)
- Gym shoes or indoor trainers
- A tracksuit is only allowed during outdoor activities.
- Gym shoes / trainers or other indoor shoes will be required to be worn inside the school building and children will change into outdoor shoes. These indoor shoes should be kept in school as they will need them every day.

No earrings to be worn at gym. If they cannot be taken out, then tape should be put over them.

Please put names or some identifying mark on ALL clothing.

You can apply for funding to help with uniform costs.

Health Care

School Health Service

Medical and dental examinations take place for P1 entrants during their first school year. In the case of children with disabilities or specific needs, a yearly review by the school doctor is undertaken.

There may be occasions when the school recommends vision, speech or hearing tests. Referrals are always discussed with parents.

Clinics

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor etc.) Please inform the school of these visits.

Medicines

Parents should ensure that the school is informed of any specific medical conditions / allergy their child may have or medications he/she is currently receiving.

A form for recording this information is available from the school office. Parents should let the Head Teacher know whether this information should be shared with relevant school staff or whether they wish it to be held in confidence.

Should your child have a medical condition which may require essential treatment or emergency administration of medication, the following arrangements exist:

Education & Children's Services staff are under no obligation to administer or supervise medication for any child. However, they may, after briefing by the Community Child Health Service, volunteer to administer medication in an emergency. If no staff volunteer, an emergency procedure will be put in place.

A Parental Request Form **must** be completed for either medication administration by staff or for medication to be self-administered. This should be accompanied by a letter from a doctor detailing your child's condition, symptoms and treatment. The Community Child Health Service (Doctor) may be able to assist with the writing of this.

The educational establishment will hold medication, securely and clearly marked, for use by/for your child. You are responsible for supplying this medication to the office staff.

For children who have a 2 or 3 step plan, please provide the medication in its original packaging inside a plastic box. **YOU SHOULD NOT SEND IT WITH YOUR CHILD.** You are also responsible for maintaining up to date medication.

Details of how your child's medical condition will be managed when in the care of Education & Children's Services will be attached to this form by the Head of Establishment.

This form (Agreement for the Implementation of an Individual Young Person's Protocol) contains details of emergency contacts, medical treatment and staff briefing. It also contains an indemnity. You will be asked to sign the agreement form, which will also be signed by representatives of Education & Children's Services and the Health Board.

Pupils, who are able to administer their own medication, may do so, under the agreed supervision of a member of staff. Medicines will be stored in the locked cabinets in the school office/fridge. Medication may be brought to school only after completion of the relevant consent form. **YOU SHOULD NOT SEND IT WITH YOUR CHILD.**

Where children are too young to self-administer medicines, parents should be asked to make suitable arrangements for themselves or another adult to take responsibility.

If there are difficulties, parents should be referred to the H.T. Special arrangements may be agreed with parents, for the administration of medication to pupils with additional support needs.

Other Health and Safety issues

In the first instance, staff trained in basic First Aid procedures, are available to deal with minor injuries, which occur during the school day. Parents are contacted if necessary.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Head Teacher or Depute will notify the parent of that child direct. We will also inform parents generally to be vigilant about their children's hair.

Statutory safety regulations applying to all aspects of school life have to be observed while the children are at school. These include fire safety, road safety etc. Fire drill practices are held during the session and valuable help is received from the local Fire Services, during their annual inspections.

Each school has a designated Health and Safety Officer and the Head Teacher is responsible for monitoring the Health and Safety of staff and pupils at Luncarty.

In order to ensure the safety of the pupils, we ask for the co-operation of parents when it comes to the transporting of children to and from school. No cars should be driven into Marshall Road between 0815 – 0905 and 1445 – 1530. This is a permit only zone during these times. Similarly, the school car park is extremely busy with staff cars, authorised transport and delivery vehicles. Parents should **not** bring their vehicles into the car park at either end of the school day. Children should be met at one of the two entrances into the playground.

You will understand that security is a very important issue for us in school. It is very important that we know exactly which adults are in school at any given time. We have a security entry system at the main front entrance and the Infant/Nursery door and must ask that all parents entering school do so by these doors only. Once inside the building, parents are asked to sign in at the office.

Parents and children are not permitted to open the external doors for visitors – entry to the building is controlled by office staff.

Inclement Weather

Children should not arrive at school before 8.45am. There is no access to the school for children before this time unless it is an emergency situation or if they are attending breakfast club. The Head Teacher will decide, during inclement weather, if children can come into the school between 8.45am and 9.00am. During this time there is no supervisory staff available. In inclement weather children are permitted to stay in school during intervals. The school support staff, and Head Teacher circuit the classes to ensure safety. Good behaviour is expected of all pupils on these occasions for their own safety.

Arrangements for Emergency Closures

Luncarty Primary School closely follows the Perth & Kinross local policy on school closures. Key principles are as follows.

- a. The health and safety of all pupils will be paramount at all times.
- b. In normal circumstances every effort will be made to keep the school open.
- c. Close contact will be maintained with buses or taxis regarding transport arrangements. Please note if the Taxi Company deems it unsafe to transport children then they will contact you. If however you decide to transport your child to school yourself, you must accept the responsibility for collecting your child from the school on that particular day.
- d. In circumstances where conditions worsen during the day, every effort will be made to alert parents or emergency contacts to arrange to pick up their children from the school.
- e. School will not close because staff are concerned for their own journey. The school will not be closed until the last pupil and staff members have left.
- f. If you are unsure as to whether the school will open on a morning where weather conditions appear bad, please contact:
 - a) The school direct 01738 474185
Or
 - b) Perth & Kinross website www.pkc.gov.uk
Or
 - c) Perth and Kinross Council Information Line - 0845 3011100.
This may not be operational before 06.45 and is charged at the local rate.
Or
 - d) Radio Tay – frequency AM1584 FM 96.4

To ensure these procedures run smoothly, parents should keep the school informed of any changes of address or telephone numbers of emergency contacts.

Pupil Groups

Pupil groups include a role within pupil groups such as Pupil Council and through being a House or Vice-Captain or through participation in a variety of opportunities through learning about Global Goals work, sharing learning with other classes, through opportunities available in activity weeks and through educational field trips.

Extra-Curricular Activities

Activities vary from year to year, and term to term. e.g.

- Football
- Cross country

Educational Field Trips

Throughout the school year children may participate in educational excursions.

Instrumental Tuition

A Visiting Music Instructor offers tuition in violin and piano in Primary 4 to Primary 7. Pupils are assessed and prioritised based on their musical ability.

12 Child Protection

The Child Protection Officers in Luncarty Primary are Sally Small (designated officer), Emma Hepburn (Principal Teacher) and Jill Burton (Acting Head Teacher).

GIRFEC

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

Safe Healthy Achieving Nurtured Active Respected Responsible
Included

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

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

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

13 Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Learning. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is 24. Further details of this provision can be obtained from the school.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address:

The nursery provides a nursery session for 24 children.

Further details regarding nursery provision are available in the nursery handbook. This can be obtained on request from the school.

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

By 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.

As a result of the changes to a child's experience prior to beginning their Primary School education across PKC, Primary One children will attend school for a full day from August 2019 and therefore will no longer access ½ days for the first two weeks of term.

Wraparound Care

The school has an after-school wraparound provision available for school aged children from 8am – 8.55am and 3pm to 6pm each day.

Nursery children are escorted to Nursery when the bell rings. All other children go straight to their classes.