

Meigle Primary School



School Handbook

Academic Session 2024-2025



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



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 2023), further changes may have occurred since then.

SECTION ONE - School information

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

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

A hard copy of this handbook is available on request. This document can also be provided in alternative formats e.g. Braille, or translated into a community language other than English.

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

1. Introduction

Welcome to Meigle Primary School. This handbook will provide you with information about our school. We are a small rural school and very much the centre of Meigle village. We have strong community links with local businesses and work closely with parents and carers to ensure the positive holistic development of all our pupils. At Meigle Primary School we encourage children to reach their full potential whilst embracing their individualities. Our school has high expectations of our pupils and teaching staff, whilst promoting a wholly inclusive environment. We pride ourselves on our ability to create a happy and safe environment for our children and strive to ensure each individual pupil's needs are met and wider achievements encouraged. A wide curriculum is offered based on the recommendations of Curriculum for Excellence. Our school values are Pride, Resilience, Opportunities, Motivation, Independence, Safety and Effort, together we strive to live out the values of our Meigle 'PROMISE'.

We are always happy to meet parents, carers and visitors to the school. If you have queries that are not answered within the handbook please do not hesitate to contact me at school for further information.



Rachel Cross
Headteacher
December 2023

A Brief History of our School

Meigle Primary School, which came into being as a result of the Education Act of 1872, is the successor, according to various records, to a number of voluntary and parochial schools which existed over a considerable period of time within the parish of Meigle.

Under the Education Act, control of the school was vested in a locally elected School Board which built the present school and the two adjacent schoolhouses in 1876.

Control has passed from the School Boards to, Perth County Council in 1918 to Tayside Regional Council in 1976 and now to Perth and Kinross Council.

Originally catering for the educational requirements of Secondary as well as Junior pupils, the school's role changed in 1948 to that of purely a primary school – pupils being transferred at the age of twelve to Alyth Junior Secondary School, Alyth High School (as it was then known). Following Alyth High School's closure in 1994, the Secondary school for pupils within the Meigle catchment area has been Blairgowrie High School.

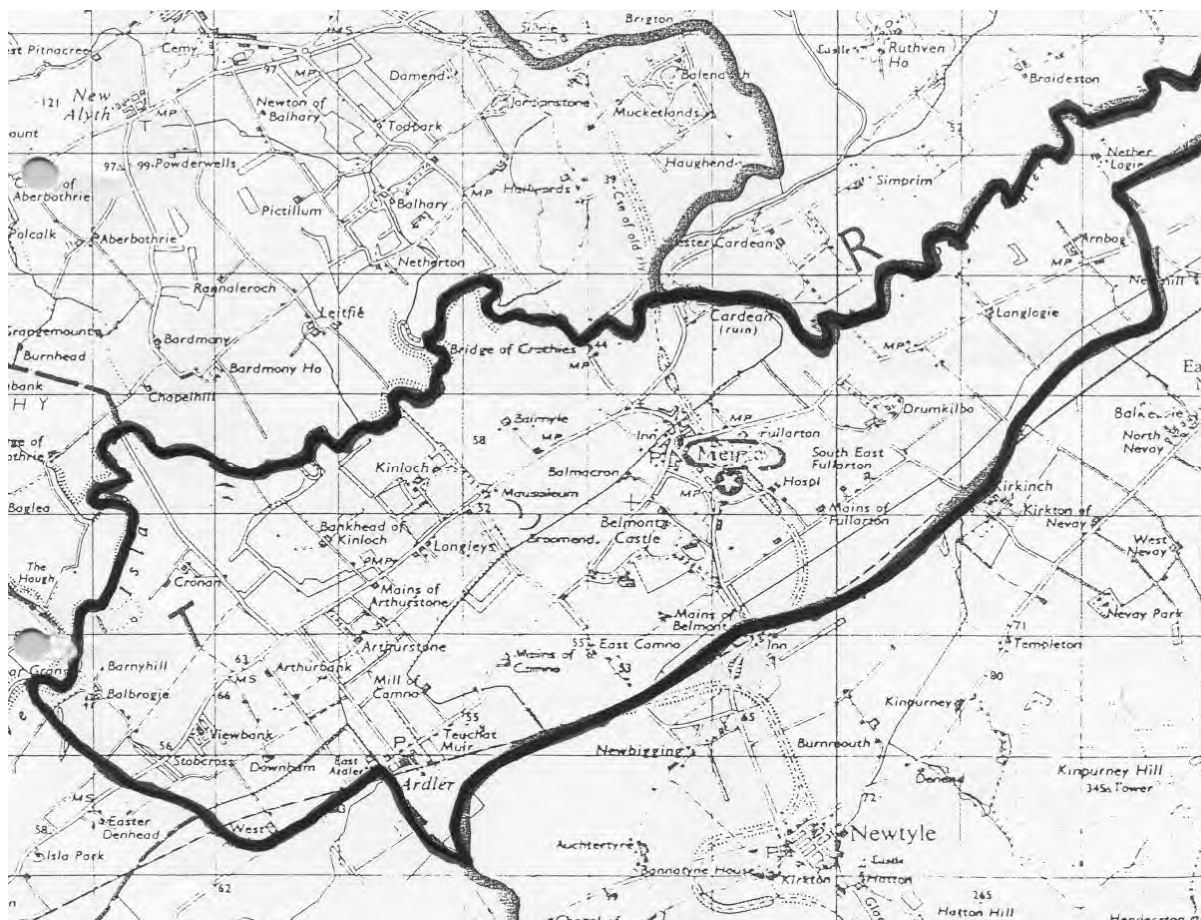
The original Victorian school building was added to in 1912, with the erection of a corrugated iron annexe to provide for the teaching of cookery for the girls and woodwork for the boys of the Secondary Department.

The annexe is now occupied by the kitchen, operated by Tayside Contracts, accompanying dining hall and adjacent G.P room.

The main building currently consists of two classrooms, a pupil support base and another room which functions as a staffroom/office. Pupil and staff toilet facilities are situated off the main corridor in a small extension.

2. Delineated Area

The area from which the school takes its pupils consists of the Parishes of Meigle and Ardler. Pupils from out with the territorial area may make a placing request for the school if places are available. A placing request application must be made to the Education and Children's Services Department of Perth and Kinross Council.



The above area shows the delineated area for Meigle Primary School.

3. Contact Details

ADDRESS: Meigle Primary School
Dundee Road
Meigle
Blairgowrie
Perthshire
PH12 8SD

TELEPHONE NUMBER: 01250 871415
FAX NUMBER: 01828 640811
E-MAIL ADDRESS: meigle@pkc.gov.uk

STAGES: P1 - P7
PRESENT ROLL: 40
DENOMINATIONAL STATUS: Non-denominational

HEADTEACHER: Miss Rachel Cross

Teaching Staff

There are two multi- composite classes at present.

CLASS	TEACHER	PUPILS (Nov. '23)
P1-3	Mrs F Tasker (Principal Teacher)	16
P4-7	Miss R Gold (Teacher - maternity cover)	24
PT Relief/RCCT	Mrs F Crighton (Teacher)	Wed./Thurs.
Pupil Support Teacher	Mrs B McCall	Thursday
Area Support Teacher	Mrs A. Macphail	

Non-Teaching Staff

Primary School Support Assistant	Mrs J Fox
Primary School Support Worker	Mrs L Gardiner
Pupil Support Assistant	Miss S Douglas
Catering Supervisor	Ms P Laing
Janitor	Mr R Ritchie
Ancillary Staff	Mrs B Alexander

Parent Council

E-mail: meigleparentcouncil@gmail.com

Other Useful Contacts

School Nurse(s)	Jemma Duncan
Community Link Worker	Ross Marshall
Community Learning Assistant	Fiona Shaw
Educational Psychologist	Erin Yorkston
Chaplain	Reverend Alison Norman

The Executive Director of Perth & Kinross Education and Children's Services is Ms Sheena Devlin. The Head of Education is Mrs Sharon Johnston. The Quality Improvement Officer (QIO) for Meigle Primary School is Mr Nick Thomson.

They are based in Perth for which the address is:-

Perth & Kinross Council Education Department,
2 High Street,
Perth,

PH1 5PH
Tel. No. (01738) 475000

The Perth & Kinross Council web site is: www.pkc.gov.uk

Parental Concerns

If at any time throughout the year a parent is worried about their child's progress a meeting can quickly be arranged. The school is the first point of contact should you require advice, information or wish to raise a concern. If you have any concerns regarding your child's experience within school, a note, phone-call or informal chat to the class teacher can often settle this. If it is a more complicated issue a phone-call, letter or e-mail to the Headteacher will elicit a quick response.

We work very closely with our parents at Meigle to ensure that all pupils are happy and successful.

Concern, Complaints or ...Compliments!

Most parental complaints will be informal and can be dealt with in school. This will usually be carried out by the Headteacher.

Complaints will be:

- Treated seriously and in a sensitive and confidential manner.
- Responded to within 5 working days.
- Investigated within 20 working days if it's a stage 2 complaint

- Letters/emails will be kept for our records.
- Notes will be taken of face to face / telephone complaints and those notes will be kept.
- An electronic record of complaints will be updated as appropriate.
- The QIO will be informed if the complaint warrants this action.

If parents are satisfied at this point then the case will be closed. They may also be referred to our Quality Improvement Officer (Nick Thomson) for further discussion if the case is not resolved. Complaints made to the QIO/Council, without first being passed to the school, are always referred back to the school to be resolved.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available in the Council's Complaints Procedure document (https://www.pkc.gov.uk/media/48110/Perth-and-Kinross-Council-Complaints-Handling-Procedure/pdf/Complaints_Handling_Procedure_2021.pdf?m=637546173910630000) document or on their website as follows: www.pkc.gov.uk/complaints

An environment of mutual trust, respect and open communication is promoted at Meigle Primary School. We always welcome any suggestions to improve our service and the school. A suggestion box for parents and carers is situated in the front foyer of our school.

Pupil Absence or Sickness

Parents are legally required to ensure that their child attends school regularly and are punctual on arrival to school. Absence from school for any reason must be followed by a written explanation. Cases of significant or repeated unexplained absence or lateness have a detrimental effect on the child's education and are normally referred to the Education Support Service for further assistance.

For health and safety reasons it is important that parents contact the school **before 9.30 am** if their child is going to be absent that day. All calls to the school are logged and absence calls

will also be logged. If a child has not arrived in school and there has been no contact from parents, the school will then telephone home, work or emergency contact numbers to ensure that the child is safe.

Perth and Kinross Council discourage holidays being taken during term time. The Headteacher must record such absences as unauthorised. It will not be possible for teachers to provide individual programmes of work for pupils removed from their studies for family holidays.

If your child is required to attend a medical appointment please send a note or appointment card. If a pupil becomes ill or is injured in school, every attempt will be made to contact a parent. If parents cannot be contacted, the child will be sent home with the emergency contact. In the event of an acute injury or illness, and we have been unable to contact parents, the child will be transported to a doctor or hospital by staff car, taxi or ambulance under the supervision of a member of staff.

Please keep school informed of any medical conditions your child may have so that we can deal sensitively with these. Please make sure that the school office is kept up to date with any changes in telephone numbers/emergency contacts.

Prospective Parents

Parents who are considering enrolling their children into Meigle are encouraged to visit the school to speak with the Headteacher and to see around the school. This gives parents an opportunity to experience the ethos of the school, see various activities in progress and ask any questions that they may have. Parents are asked to contact the school to arrange a visit.

Parents are asked to register prospective new P1 pupils in January of the year they are due to start school. Children who are due to enter Primary 1 receive an invitation to attend induction sessions at the school in the summer term. This allows them to meet their teacher and to experience some of the activities in the early years class. Parents will be informed of these dates after enrolment.

Families who wish their child to attend a school other than their catchment school will need to make a placing request. These forms can be accessed from the Perth and Kinross Council website or from the school office.

Communication Process

As a small school we have a number of ways in which we communicate information to parents. During the year, two formal parents' evenings are held. An annual written report is given to parents in June. Parents are also welcome to attend our open afternoons and evenings during the year to share in their child's learning. We use the Seesaw app as a way of sharing our learners progress and achievements on a regular basis. Jotters are sent home termly for parents and carers to look at and discuss with their children. We have a School App which means our parents are informed of the latest school news in a paper free, digital format via their smartphones. The school website was recently relaunched with the app, which is exciting and accessible. Via the School App, parents receive monthly newsletters informing of activities pupils have been a part of and will be a part of, as well as general school information.

Parents and members of the community are welcome to join events throughout the school year including our Christmas Show, themed parties, Church Service and other whole school community events. We also communicate with parents regularly at the school gate and by telephone and email as required.

4. School Ethos

In Meigle Primary School “Our promise is a welcoming community where we are encouraged to achieve our fullest potential whilst feeling safe, nurtured, happy and respected. Our goal is to provide the knowledge, skills and mindset to succeed, thrive and then take on the world”.

In doing so the school aims....

- *To give our children the confidence to become independent learners who have a desire to achieve*
- *To support our pupils and teachers in becoming more reflective and discerning about the learning process*
- *To promote partnerships with all stakeholders*
- *To meet the holistic needs of all children*
- *To lay the foundations for enthusiastic lifelong learning for all*
- *To enable pupils to develop high aspirations and expectations of themselves as learners*
- *To continue to develop the capacities of Curriculum for Excellence: successful learners, confident individuals, effective contributors and responsible citizens*

This session, we are continuing to embed our recently established school values- Pride, Resilience, Opportunities, Motivation, Independence, Safety and Effort and we are committed to living the Meigle ‘Promise’.

The school celebrates achievement both from within school and beyond. These celebrations feature on our Wider Achievements Board “In the Spotlight” and are shared at assemblies through the distribution of certificates and rewards. We also hold a prize giving service in the summer term to recognise achievement, effort and improvement.

Our Role in the Community

Our school is at the heart of the community within Meigle. We work very closely with a number of local bodies including the local care home where we entertain residents in the winter term. We look forward to working closely with the community when covid restrictions and mitigations are relaxed for schools.

We also have a close association with the local minister at Meigle Church, who works in partnership with us to lead services at key Christian festivals.

Our school works in partnership with Blairgowrie High School Local Management Group: the associated schools work together on common curricular developments to improve teaching and learning of all pupils and to share best practice.

Positive Behaviour and Relationships

The children at Meigle Primary School are well behaved and as a staff we are proud. Promoting positive behaviour and relationships has an impact on good behaviour and every school develops strategies and award systems to ensure this is maintained.

Restorative approaches and UNCRC provide an ethos for making, maintaining and repairing relationships, and for fostering a social responsibility and shared accountability. Through encouraging restorative approaches we aim to:

- restore good relationships when there has been conflict or harm.
- develop a school ethos, policies and procedures that reduce the possibilities of

such conflict and harm.

Children are awarded house points. These totals are displayed in the main corridor to enable the children to watch their house points grow. Every week the House with the most points enjoy an extra play supervised by the Headteacher and the winning House at the end of the school year, celebrate with a special reward.

Pupils are awarded certificates at the weekly assemblies. These can be nominated by the class teachers or support staff. The certificates reflect the school improvement priorities and so the pupils are recognised this session for effort and success in digital technology, writing and for being ready to learn.

At Meigle Primary School we work in partnership with the whole school community to set high standards of behaviour which reflect the values of our school. Our positive approach to behaviour promotes respect, learning, achievement and co-operation.

We work as a team to create a positive, supportive and nurturing ethos in which children are encouraged to take responsibility for managing their own behaviour, where everyone is valued and where children enjoy the right to learn and be safe.

5. Parental Involvement

At Meigle we view parents and carers as essential partners in the teaching and learning of our pupils; to this end, we endeavour to keep parents fully informed of all developments. A wide range of methods are used to communicate with parents such as newsletter, email and social media.

Parents/Grandparents/community members volunteer their time to help with a range of school activities. These have included working in the school grounds, supporting class learning and assisting with cookery sessions. We are always keen to enable relatives to volunteer their time and talents to the benefit of all.

Parents are always welcome to visit the school; however we have found from experience that informal chats with class teachers are most often better at the end of the day when more time can be provided. Parents and carers are invited to all curricular events within the school year and are provided with dates in advance for planning purposes.

Parents have a crucial role in supporting their child's learning out of school and are keen to assist their children with home learning assignments. Parents also assist with trips; attend open days and school events.

Parent and Carers Contact Evenings are held in November and March of each year. Parents/carers are invited to attend and to discuss their child's learning and teaching, next steps and behaviour.

Further information about parental involvement can be found here:

www.pkc.gov.uk/parentalinvolvement

Meigle Parent Council

The Parental Involvement Act introduced a new system of parent representation in our schools. We are very fortunate to have an enthusiastic and proactive Parent Council at Meigle. They are very involved with our school and support fund raising by holding a variety of events throughout the school year.

The objectives of the Parent Council are:

- to identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of our pupils
- to promote closer partnership working between the school, pupils, parents/carers and the wider community
- to promote a welcoming school which is inclusive for all parents and carers.

All parents and carers who have a child at the school are automatically a member of the Parent Forum. Any parent or carer of a child in the school can volunteer to be a member of the Parent Council. You can also find information about Parent Councils on:

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

Chairperson	Ms Pauline Brogan
Vice Chairperson	Mrs Hayley Christie
Clerk	Miss Amber Laverty
Treasurer	Mrs Elizabeth Brown

Parent Council Fundraising

Our Parent Council work extremely hard to organise fund-raising events during the course of the school year, as well as other social functions. Our Parent Council have helped the school obtain a variety of materials for use by pupils, as well as supporting school activities e.g. transport to the pantomime, covered cost of transport for class trips, paid for disclosures of parents and bought sports medals for the children. Most recently the Parent Council have contributed towards school trips and new equipment.

6. Transitions

SECONDARY

There is close liaison between Primary and Secondary Schools, and within the associated Local Management Group Primary Schools. Primary 7 pupils receive various visits from Blairgowrie High School Senior Management Team and subject teachers during their final year at primary. These help to ease the transition process. Primary 7 pupils also experience a Local Management Group wide Transition Day where they meet P7's from the other Local Management Group primaries. This helps to forge new friendships.

On our bi-annual trip to Dalguise we accompany two of the smaller rural schools from the local management group (Kettins and Glendelvine Primary). Our children also attend two rural school transition days in November and May. In the past the children have thoroughly enjoyed the opportunity to get to know their future secondary school peers.

Further Enhanced Transitions are organised for those pupils who may need additional support at this time. Transition meetings are organised with primary and secondary school staff, parents and other appropriate agencies. These normally take place in November / December of the Autumn Term.

On completing their primary education at Meigle, most pupils transfer to secondary education at:

School Name:	Blairgowrie High School
Address:	Beeches Road, Blairgowrie, PH10 6PW
Telephone:	01250 871200
Fax:	01250 876826
Email:	blairgowrie@pkc.gov.uk
Headteacher:	Mrs B. Leslie

Parents of pupils wishing to transfer to a secondary school other than their catchment school must make a placing request in favour of the school of their choice. Parents are usually informed in January that placing request forms may be obtained from the Headteacher of this establishment, and should be sent to the Education Department.

Prior to transfer, visits are arranged for both pupils and parents to visit the secondary school they will be attending, where they will meet the Headteacher and staff. In addition, pupils spend 2 days in their secondary school, following a timetable and obtaining a taste of secondary life. This is designed to encourage a smooth transfer for the pupils, and to give the staff an opportunity to meet their prospective students.

Nursery

Parents of pupils attending local nurseries are welcome to visit our school at any time throughout the year; however most parents tend to visit in November or December prior to deciding which school their child will attend.

In the early days of school our Prefects assist our new pupils with a range of tasks from helping with coats and shoes to assisting pupils in the playground and lunch hall.

On the two authority organised transition days, the Headteacher will meet with prospective parents to discuss school procedures and protocol and answer any questions. School staff aim to visit the local nurseries to meet with pupils and staff prior to start of the school term in August.

If you wish your child to transfer to a school other than that proposed by Education and Children's Services, you must make a written placement request. Application forms can be obtained from the school office.

Pupils Leaving for other Schools

Parents wishing to register a child at another school should inform the Headteacher as soon as possible.

7. The School Curriculum

At Meigle, we follow national and local curricular guidance based upon the Curriculum for Excellence. Under Curriculum for Excellence every child is entitled to a broad general education with opportunities to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. In addition we encourage each and every child to become skilled learners by helping pupils to develop skills and attitudes that will help them take full advantage of all the learning opportunities presented to them in life, in our school and beyond. 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, to enhance learning in one area using skills developed in other areas. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgements about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners. We use our school grounds and the local woodland to support learning, and we take the advantage of educational trips and visitors to the school to enhance the quality of the learning experiences for our pupils.

Our aim at Meigle is to provide pupils with a stimulating and interesting curriculum which is appropriate to each pupil's needs and abilities, where Literacy, Numeracy and Health and Wellbeing are at the centre and there is progressive development of key skills.

The curriculum is organised into the following areas detailed below:

Literacy and English

The development of literacy skills plays an important role in all learning. Children will have opportunities to read, write and listen to a range of stories and poems presented in a variety of ways. The purpose of this is to demonstrate the power of language as a means of expression and communication and to give opportunities of responding to it.

Listening and Talking

We seek to develop these closely related skills through a variety of classroom activities and experiences. Through spoken language activities we aim to help children develop the skills to express themselves clearly and confidently.

In addition to this, we work in group activities to develop discussion skills. When developing listening skills, we aim to improve a child's ability to focus on and understand the spoken word.

Teachers use higher order questioning and the theories of Blooms Taxonomy to encourage the children to think critically and use this to begin to evaluate and improve their own learning.

Reading

Our aims in the teaching of reading are:

- to develop the reading skills each individual needs to allow them to progress
- to provide a range of strategies
- to foster an enthusiasm for reading

We use a varied range of resources and approaches to reading throughout the school and these are matched to the needs of each individual. As children's skills develop and they become increasingly independent as readers, good quality fiction and non-fiction works are provided. Teachers regularly teach comprehension skills, or guided reading, and we again use a variety of resources and approaches to take this forward. For all of these aspects we utilise our own school library and the visiting library van.

Writing

In writing we want our children to:

- communicate clearly and confidently, in a variety of forms and for a range of purposes
- develop a legible handwriting style
- use the skills of spelling, punctuation and grammar appropriately

At the heart of our approach to writing is the philosophy of promoting a writing culture within the school. The aim is to have a consistency of approach and progression from Primary 1 to Primary 7 and to motivate children to write.

On-going 'say, write, make, do' as assessment strategies provide teachers and pupils with a clear understanding of how pupils are responding to a particular resource or context. Teachers can then extend the use of effective resources or utilise alternative approaches in line with identified development needs allowing for appropriate pace and challenge to be

delivered.

It is not envisaged that a core resource should be worked through systematically. Throughout the school the Stephen Graham Explicitly Teaching Writing approach to writing has been adopted. We also use activities associated with VCOP and have recently introduced a popular 'Clicker' resource which supports writing and allows it to be completed digitally.

Numeracy and Mathematics

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. It is necessary that children become aware of the importance of mathematics in real situations. Calculators and computers will be used to contribute towards the development of the children's mathematical skills at relevant points.

While following this programme, pupils will have the opportunity to cover the CFE mathematics experiences and outcomes which are structured within three main organisers. These are Number, Money and Measurement, Information Handling and Shape, Position and Movement. The approach to Problem Solving, in terms of developing strategies, covers the whole range of maths and beyond into the other subject areas.

In line with Curriculum for Excellence, problem solving and activity based approaches play a large part of teaching and learning. Maths skills are also taught and consolidated in other areas of the curriculum, particularly environmental studies and science. Outdoor maths has become a feature of our teaching and learning where the outdoor environment is utilised to aid progress.

All classes have sessions of mental maths activities every day to aid their working memories and to retain and rehearse times tables and other mathematical concepts. These are essential for children to develop and progress to more advanced processes as they move up the school. We use a variety of resources for learning maths and numeracy including Numicon.

Health and Wellbeing

Meigle 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

When we are teaching a sensitive health topic, such as sex and relationships, we will contact you first so that you can be prepared for this and are aware of the lesson content.

Physical Education

Pupils are entitled to two hours of PE every week. PE includes games, gymnastics, creative dance, social dance, athletics and rugby. This involves a wide range of activities aimed at developing agility, strength, stamina, co-ordination and games skills sessions. PE takes place in the Kinloch Memorial Hall or in the school grounds. The school has an outdoor play area

including a horizontal climbing wall and a variety of climbing frames to encourage the children to develop their physical skills further.

The children are also involved in regular Outdoor Learning sessions where they have opportunities to enhance their physical development and extend their knowledge of the local environment. They explore the surrounding areas of the school and expand on their learning of topics including natural habitats, sustainability and oxygen and trees.

Social Studies

The social studies experiences and outcomes have been structured under the three main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business

These organisers recognise the special contribution made by each of the social subjects, whilst enabling them to reflect local contexts. Teachers will use this framework to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

The programme for Social Studies is planned from Primary One to Primary Seven in a series of contexts which can be short in length or may last for a whole term. A number of contexts for learning will be studied in the course of each session and a cyclic context grid, which allows for balance and progression in knowledge and skills, is being reviewed.

Science

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching approaches allow children to collaborate and investigate and develop skills to become more creative, inventive and enterprising.

The main areas of Sciences are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Technologies

This area of the curriculum offers a rich context for developing life skills that are recognised as being important for success in the world of work. This includes activities involving research, problem solving and exploration of new concepts, skills and materials. The learning experiences provide pupils with opportunities to create products which have real applications, allowing for creativity and entrepreneurial skills.

Technologies are organised under the following headings:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Our programme of work helps pupils develop knowledge, practical skills and attitudes which help them with the demands of school work but also the ever-changing world in which they live.

Children are taught how to interact effectively with a range of technologies. Pupils learn life and work skills through regular cookery lessons. Children are also trained in the safe and effective use of the internet.

Expressive Arts

Art & Design – The children gain experience of a variety of materials and activities, for example, drawing, painting, printing, modelling etc., so that they become aware of colour, line, form, pattern, shape and tone. The work is often related to the current interdisciplinary topic. Children will work with a variety of media: pencil, charcoal, crayon, ink, paint, modelling and craft materials. Many craft activities can be messy – we do ask that parents/carers provide an old shirt/apron/overall for children to wear.

Drama – Through drama children are encouraged to develop their communication skills. Drama may take the form of improvisation, movement and mime and role play, or may arise from the class topic or a particular area of the curriculum. In role-play they experience different life situations which help them develop a greater understanding of their own and other cultures.

Music – The emphasis is on the child's active participation, in singing, playing percussion instruments and in listening to music as a group or class. The children learn about sound, rhythm and dynamics by singing, by playing tuned and untuned percussion. Every effort is made to link music with the class topic.

On occasions, opportunities are provided so that children may present exhibitions, shows, plays and concerts to a variety of audiences. We also seek to expose children to professional performances at least once a year.

Religious and Moral Education

The programme for Religious Education in our school follows Curriculum for Excellence and aims to promote knowledge and understanding and to develop a child's own concept of spirituality. Pupils learn about the beliefs and practices of Christianity and other major world religions. Pupils are also encouraged to develop respect for others' beliefs, tolerance of difference and appreciation of diversity.

Religious Observance

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. We use assemblies to share good or interesting news and to present certificates. Assemblies also provide opportunities for our pupils to reflect on spiritual and moral concerns. The school has close links with Meikle church and the minister is a regular visitor.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion

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 must first discuss the matter with the Headteacher.

Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. One of the key aims of modern languages teaching is to develop young people's 'communicative competence' so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.

Perth and Kinross Council is committed to providing a modern language for all pupils in primary schools. At Meikle, Reading, Writing, Talking and Listening skills in French are progressively developed from P1 to P7. A holistic approach is used and the children learn the language through everyday routines and interdisciplinary activities. From P4, the children are introduced to an additional language –Spanish - and again the methodology for teaching this is the same as French.

Home Learning

The school has a Home Learning Policy, created and reviewed after consultation with staff, parents and pupils. Home learning is given at all stages, as a means of revising and reinforcing work covered in school, and to develop a positive attitude to private study. It also helps to foster home/school links, as parents are expected to participate in, and sign home learning tasks. Your co-operation is sought in ensuring that home learning is completed in time and to a reasonable standard, though as independently as possible.

In all cases any worries or concerns regarding home learning should be discussed with the child's class teacher or the Headteacher. It is anticipated that homework should take no more than 10 to 15 minutes per evening in P1-P3, 15-20 minutes for those pupils in P4/P5 and no longer than 20 to 30 minutes for those pupils in P6 and P7.

Skills for Learning, Life and Work

The Curriculum for Excellence sets out skills for learning, life and work and these are embedded in the experiences and outcomes. It ensures progression in those skills and develops and applies them across learning and in different contexts. These skills include higher order thinking skills of applying, analysing and evaluating, and social skills including working with others, employability and enterprise.

Equal Opportunities

We implement an Equal Opportunities Policy and try to 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, gender, religion or disability. It is also a fundamental principal of this school that everyone who is involved in the life of this school both has the right to be respected as an individual, and to carry the responsibility to act in a considerate and responsible manner towards others.

We welcome diversity and individuality while emphasising our common commitment to honesty, respect for others and justice.

You can find out much more about Curriculum for excellence and what it means for your child at the following web addresses:

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/>

<https://education.gov.scot/parentzone/curriculum-in-scotland/>

8. Assessment and 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.

The Curriculum for Excellence 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.

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.

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

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.

Teachers submit forward plans stating aims and learning intentions and indicate which aspects of work will be assessed and recorded, and how this will be done. At regular collegiate activities, teachers evaluate the learning and teaching which has taken place, and plan next steps accordingly. Teachers also discuss attainment through the tracking of pupil progress especially in literacy, numeracy and health and wellbeing.

Staff work together to moderate pieces of work to ensure our understanding of standards are shared and that pupils are working at a pace and level of difficulty that is appropriate for them as individuals. Assessment records are maintained for all curricular areas, and a folio of individual pupil's work is kept as evidence of progress. These files are part of the transition information passed on to prospective teachers at the end of each session to ensure continuity and progression.

Reporting

Official parent contact evenings are held twice yearly, however parents are able to contact the Headteacher to discuss any social or learning issues which may arise throughout the year. An annual report is sent to parents/carers in June each year. Primary 7 pupils are supported in school to create a profile of their learning which is shared with their secondary school.

The school holds 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.

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. Parents are requested to contact the school to make an appointment out of school hours, for any discussion which is likely to be of a lengthy nature.

9. Support for Pupils

The concept of 'additional support needs' refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who is being bullied; has behavioural difficulties; has learning difficulties; has a sensory or mobility impairment; is at risk; or is bereaved. There will be many other examples besides these.

Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

In general, most children have difficulties with some aspect of course work at some point in their school career. In this case it is the child's teacher who will find the source of the difficulty and deal with it. For children with additional support needs, the aim is that problems should be identified and diagnosed and appropriate measures taken at an early stage to deal with them. The interest, understanding and support of parents are seen as vital factors in helping to deal with these difficulties.

The school has procedures and processes in place for teachers who may have a concern about a child's learning. The class teacher has responsibility for every child in their class and works closely with the Headteacher who may work in an advisory capacity initially but may need to extend this to devise a specific programme to suit the needs of the child.

For children who have identified Additional Support Needs, parents/carers will be informed and invited to an Additional Support Needs meeting where actions to meet the pupil's needs will be identified and agreed. Following on from this meeting an Individualised Education Programme may be created and renewed regularly.

A very small number of children may have special problems and they may need sustained help from a variety of agencies. These children will have a Co-ordinated Support Plan.

If you think that your child has additional support needs, or that there is anything getting in the way of their wellbeing, please contact us to discuss your concerns. You can do this by contacting the Headteacher in the usual manner.

GIRFEC

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

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

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

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

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

Further information for parents can be found here:

www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Within the authority, the officer QIO Inclusion with specific responsibility for Blairgowrie LMG schools is Suzy Turner. Further information, including the authority's policy in relation to provision for additional support needs, can be found here:

www.pkc.gov.uk/article/17278/Schools-additional-support-

Organisations which can provide further information and support to parents of children and young people with ASN are identified below 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 SCOO3527.

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 SCO33576; 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 circulated to parents and is posted on the 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 copy of our most recent Standards and Quality Report can be found at the following link:

https://www.pkc.gov.uk/media/32219/Meigle-Primary-Standards-and-Quality-Report/pdf/Meigle_Standards_and_Quality_Report.pdf?m=637395690041730000

A summary of the school's **Quality Improvement Plan** is also available to parents.

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

A copy of our most recent school inspection can be found at the following link.

[http://www.pkc.gov.uk/media/32216/Meigle-Primary-HM-Inspection-Report-2010/pdf/Meigle Primary HM Inspection Report 2010](http://www.pkc.gov.uk/media/32216/Meigle-Primary-HM-Inspection-Report-2010/pdf/Meigle_Primary_HM_Inspection_Report_2010)

11. School Policies, Practices, Procedures and Practical Information

Policies

Parents can access school/local authority policies via the school office. However it is hoped that during this session this information will be available on our school website.

Authority Education Policies and Services

The authority website provides information on Perth and Kinross policy. The following are links to popular policies on this website:

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 on Educational Psychology Services
www.pkc.gov.uk/eps

Primary School Meals
www.pkc.gov.uk/article/17330/Primary-school-meals

Organisation of the School Day

Morning	9.00am - 12.30pm
Morning Break	10.30am – 10.50am
Lunch	12.30pm – 1.25pm
Afternoon	1.25pm – 3.15pm

School term dates and holidays can be found here:
<https://www.pkc.gov.uk/schoolholiday>

School Meals

Lunch arrangements are catered by Tayside Contracts. Meals are cooked at Alyth Primary School and transported to the school. School meals are presently charged at £2.15 daily. **All pupils in primaries 1 - 5 are entitled to free school meals.** All Perth and Kinross Council Schools are now cashless. ParentPay is our preferred method of payment as it provides a way for parents /carers to pay for their child's school dinners, school trips, breakfast club, etc. If you do not currently have a bank account, or wish to continue paying by cash, PayPoint is the alternative method to do this. To use this system the school office can

issue you with a PayPoint barcode for each individual payment item, which allows you to pay at any participating store.

Special diets can be catered for on request. Such requests should be made to The Catering Unit Supervisor. Specific medical diets may also be available and any requests should be made to the Catering Support Team, 2 High Street, Perth, PH1 5PH Email: ecscateringsupport@pkc.gov.uk Tel: 01738 476341. Children are issued with menus for school meals on a regular basis, you can view the latest menu here: - <http://www.pkc.gov.uk/article/17330/Primary-school-meals>

Some children may wish to take packed lunches and they eat with those enjoying school lunches. The children are supervised as they eat. They will be encouraged to eat well. We will contact you if we notice your child is regularly not eating their lunch. For Health and Safety and disposal reasons, pupils are discouraged from bringing glass bottles and cans to school. We encourage all pupils to use re-usable drink containers. We strongly encourage families to pack a healthy packed lunch which can help sustain pupils' energy and concentration for the afternoon ahead.

Children are not allowed to leave the school grounds during lunch break. If they do, for safety reasons, they must be collected and delivered by a responsible adult, and the school office informed.

Drinks and Snacks

Pupils are encouraged to drink water throughout the day. Individual water bottles are kept in the classrooms and should be labelled with the child's name. Bottles should not be filled with diluting juice or fizzy juice for bringing to school. Fizzy drinks and sweets are discouraged in school in the interests of health and wellbeing. Healthy mid-morning snacks are encouraged and a healthy tuck-shop is available on a daily basis.

School Uniform

The wearing of school uniform is encouraged at Meigle Primary School. Not only does this look smarter both in school and when on trips, it also provides a sense of identity. School uniform consists of navy trousers / skirts / shorts, blue / white gingham dress, white shirt / polo shirt, blue sweatshirt and school tie.

School uniform with the school logo is available to order from the School Office or direct from the website: <https://www.border-embroideries.co.uk/schools/meigle-primary-school.html>
Some pupils like to wear the tartan uniform available (skirts and pinafores) to buy here.

When pupils attend school on PE days they arrive dressed for participation in physical activity. Children are expected to wear trainers, shorts, tracksuit bottoms or leggings and a t-shirt with school jumper on top. Please note the wearing of football strips/colours is not allowed. Jewellery should be removed for safety and earrings taped by the child where necessary. Long hair must be tied back.

Parents are also advised to provide an old shirt for painting and craft lessons to avoid marks getting onto clothing. Primary 4-7 children are expected to take responsibility themselves for wearing these at appropriate times.

When boots have to be worn to school, it is desirable that all children have a change of footwear for indoor use, especially during the autumn and winter terms, in order that dirt and wet does not travel into the classroom (gym shoes will suffice). Our school participates in walk a mile and outdoor learning, suitable footwear is also required for this and wellies can be stored on our wellie rack in our outdoor shelter.

All children's belongings should be named or have some mark of identification.

Parent Pay – paying for school meals and trips

We use the ParentPay system for parents to pay for school lunches and school trips. Parents are issued an activation code by the school and register online. The system is safe, convenient and very easy to use. All PKC schools are now completely cashless.

Personal Property

The School and the Education Authority cannot be held responsible for damage or loss of personal property e.g. watches, bicycles, jewellery, toys, games etc. and parents are requested to use their discretion in allowing pupils to bring to school, items of significant value. If parents are unsure, please check with a member of staff.

Severe Weather Arrangements /Emergency Closure

In the event of the school closing during the school day parents/emergency contacts will be informed by telephone and asked to make arrangements to collect their child. Therefore it is very important that the school has an emergency contact number for a responsible adult who lives locally.

In the event of severe weather, information for parents/pupils regarding school closures will be available from the following sources:

- Radio Tay will always have up-to-date information from 7.00a.m. and is updated every 20 minutes. (Frequency AM 1161; FM 102.8 and www.radiotay.co.uk)
- Perth and Kinross Council Customer Service Centre – Parents/Carers should call **01738 475000** (Available from 08:00 hours to 18:00 hours and from 07:00 in exceptional circumstances)
- You can also log onto www.pkc.gov.uk where there is a 'one click' link from the 'Information for You' school closure section where you will get updates.
<http://www.pkc.gov.uk/Schoolclosures>

In the event of the school remaining open during heavy snow, parents should make the decision of whether or not to send their child to school based on the safety of walking and driving conditions on the pavements and roads.

Health Care

Routine medical and dental inspections are held in the school and parents are notified in advance of these in order that they may be present if they wish.

Should your child become ill or have an accident while at school that requires medical treatment the following action will be taken:

- (a) We will try to contact you or your emergency contact by telephone if this is possible.
- (b) We will telephone your doctor or the hospital if necessary and arrange to have your child taken there accompanied whenever possible by you or someone else nominated by you.

Where a child becomes ill in school and we feel he/she should return home we will contact you or your nominated emergency contact and ask that your child be collected from school.

It is important that parental and emergency contacts are accurate and we would ask you to notify the school immediately of any changes in these.

If your child suffers from any specific medical condition (e.g. an allergy to Elastoplasts, nuts, dairy products, is asthmatic or diabetic) the school should be informed. If your child is taking a course of medication, the school should be informed in writing on the appropriate form, which is available from the school. All such information will be treated in the strictest confidence.

We have staff trained in First Aid and when your child requires First Aid administered by them you will be informed by means of a note home. Where a child has experienced a bump to the head this will always be logged in school and a note sent home.

Please remember that if your child is absent with sickness and/or diarrhoea the Health Protection Agency recommends that your child should be kept away from school for at least **48 hours** after the last episode of diarrhoea or vomiting.

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 Headteacher will notify the parent of that child directly. The Scottish Government recommendation is that alert letters are NOT sent home in the management of head lice infection. See the link below re advice:

www.scotland.gov.uk/Publications/2002/09/15500/11382

Extra-Curricular Activities

School sports are held each year in the summer term and all pupils take part. Pupils are arranged into houses – Belmont, Isla and Kinpurnie. While house points are awarded for places in the various races etc., silver cups are presented to the boy and girl champions at Junior, Intermediate and Senior levels. We also participate in ‘potted sports’ to ensure all children can achieve individual success and have fun whilst being active.

An Achievement Shield, donated by the former School Board, (Parent Council) is presented annually to the House gaining the most points that are awarded throughout the year for particular acts of good citizenship as well as academic and sporting achievements. The Mary Lumsden Trophy is awarded to the pupil in the infant class who has been identified by staff as the ‘best citizen’ of the year. The Edel Scarlett trophy was donated to the school in memory of Edel Scarlett from her parents Dorothy and Eugene Green. The trophy for Learning and Achievement is awarded to a pupil in P7 who has shown that little bit extra throughout the year and has stood out during for having a really positive attitude to learning and pushing themselves to achieve in areas they perhaps would have not been so confident or comfortable with.

Our pupils take part in many activities organised by Perth & Kinross council including many organised sporting events. The children also take part in competitions throughout the year e.g. Rotary Quiz, poetry writing, calendar competitions etc. In the winter term we entertain the residents at the local Care Home.

There are a variety of out of school clubs available in the surrounding area. Details of which are provided to pupils and parents as and when we receive them.

At certain times of the school year children may be given the opportunity to take part in extracurricular activities within the school such as fitness clubs, craft clubs and cycling. We encourage parents and other members of the community to come into school to help with various activities. If you are interested in lending a hand, please contact the Headteacher.

Educational Trips

Teachers are encouraged to arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Our Parent Council has very generously been able in recent years to part cover the cost of such trips. When a child enrolls at Meigle Primary School their parents/carers are asked to sign a blanket consent form covering school outings. This may be used to cover spontaneous outings e.g. a walk to collect natural objects, a trip around the village. Additional permission is required for class outings which are further than the immediate area.

Pupil Representation and Involvement

Each session all children have the opportunity to actively participate in our Pupil Council. Meetings are held regularly throughout the year. Primary Seven pupils are also given the opportunity to become Prefects. We are in our second year of having a Junior Leadership Team which has pupils from each stage represented.

Instrumental Tuition

There will be opportunity annually for those interested to apply for school based instrumental instruction or Central Groups provision, through the local authority at a subsidised cost; families in receipt of benefits will be offered reduced fees. Further information can be obtained from the School Office.

The School Fund

The school operates a fund to provide money for items of school equipment etc. to extend those provided by the Education Authority. It also helps to subsidise the cost of travel on educational visits, sporting and musical activities, as well as other extra-curricular outings.

Money is usually raised through various Parent Council fund raising efforts, such as school functions, sponsored activities, charity shop etc. The school account is audited at the end of each School Year when a Statement of Accounts is produced.

12. Name of Child Protection Officer

Given on-going public concern on the subject of child abuse, and 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.

A member of staff in each school has been appointed to be responsible for Child Protection and has undertaken specialised training. In our school, the child protection officers are:

Miss Rachel Cross – Headteacher and Designated Officer (Child Protection)

Mrs Fiona Tasker – Principal Teacher and Designated Officer (Child Protection)

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school or telephone Perth and Kinross Child Protection Duty team on: 01738 476768. Everyone has a duty to protect the wellbeing of children.

As a school, we have good contact with School Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

We will generally ensure that you are informed and participate in any action which we may initiate regarding your child.

GIRFEC

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

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

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

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

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

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 & Children's Services. 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 Meigle Primary School is Alyth Primary School Nursery.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy and Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address: <https://www.pkc.gov.uk/families>