

Perth Grammar School

With Pride - We Respect - With Ambition - We Strive



2024/25

PERTH GRAMMAR HANDBOOK



01738 472800



PerthGrammar.org.uk



@PerthGrammar

Contents



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



Introduction.....	3
Message from our Head Pupils.....	4
Catchment Area	6
Contact Details	7
How We Communicate with Parents / Carers	8
Staffing.....	9
Support for Pupils	10
Staff List	11
School Ethos	12
Parental Involvement and Engagement.....	14
Transitions.....	15
The Curriculum.....	17
S1-S3 - The Broad General Education	19
Assessment and Reporting.....	26
Support for Pupils	28
School Improvement.....	31
School Policies and Practical.....	32
Child Protection Officer.....	36
Organisation of the School Day	36
Local Authority Information.....	Error! Bookmark not defined.
A Placing in Schools - Primary, Secondary and Special.....	Error! Bookmark not defined.
B Equal Opportunities.....	Error! Bookmark not defined.
C School Meals.....	Error! Bookmark not defined.
D School Clothing Grants.....	Error! Bookmark not defined.
E Education Maintenance Allowance	Error! Bookmark not defined.
F Music Tuition	Error! Bookmark not defined.
G Transport.....	Error! Bookmark not defined.
H Additional Support Needs	Error! Bookmark not defined.
I Parental Involvement/Parent Councils	Error! Bookmark not defined.
J Insurance	Error! Bookmark not defined.
K Child Protection/Looked After Children	Error! Bookmark not defined.
L Access to Information – Parents and Pupils	Error! Bookmark not defined.
M Transferring Education Data about Pupils	Error! Bookmark not defined.
N Attendance	Error! Bookmark not defined.
O Family Holidays	Error! Bookmark not defined.
P School Crossing Patrollers	Error! Bookmark not defined.
Q Employment of Children	Error! Bookmark not defined.
R Childcare and Family Information	Error! Bookmark not defined.
S Complaints	Error! Bookmark not defined.
T Further Information.....	Error! Bookmark not defined.
U COVID-19 Information	Error! Bookmark not defined.

Introduction



A warm welcome to our learning community at Perth Grammar School. This handbook is designed to give you as much information as possible about our school, its aims, and the opportunities that it offers. I hope it will give you an insight into the school and answer any questions that you may have.

At Perth Grammar, through our core values of ‘Pride, Respect, Ambition’ we aim to encourage and support our young people to flourish as young global citizens with the skills, knowledge, values and attitudes that will enable them to adapt and thrive in life, learning and work. This is in the context of our overarching vision of becoming an outstanding learning community with the highest expectation of and aspirations for all learners. Our motto is With Pride, We Respect, With Ambition, We Strive.

Everything we do is geared towards this aim – our ethos, our curriculum, the opportunities we offer for qualifications and other achievements, the types of learning approaches we encourage, the activities we offer out of school and beyond the normal school day and the changes we make to the buildings and grounds. We offer a very wide range of opportunities to succeed in qualifications within the Scottish Credit and Qualifications Framework (SCQF) and build up a portfolio of other achievements.

Ultimately our children and young people say that it is the staff team and the relationships that they develop that are the unique selling point to our school. We also have a number of strong working partnerships supporting us including a strategic agreement with Robertson Group.

We are a committed Rights Respecting School holding silver award status and demonstrate a commitment to sustainability that incorporates our link to The Vine Trust in Tanzania. Perth Grammar has excellent sports facilities including a stadium and running track and our games hall has a climbing wall. In 2023 the school was awarded the Sport Scotland Gold Award.

The success of our school is built on the engagement and collaboration of pupils, parents, staff and the wider community. With your help, we know that we are well-placed to offer our young people opportunities to realise their ambitions whilst also encouraging them to give something back. We are recognised as an improving school and have received plaudits for our progress locally and nationally. Committed to our Perth Grammar School 5 (PGS5) features of high quality learning and teaching (effective communication, clear expectations, positive relationships, accessible learning, everyone engaged) we look forward to continuing this trajectory.

Perth Grammar School belongs to each and every one of us. Please join in and play an active part in what goes on here. Our Parent Council strongly supports the school and its commitment to developing home-school links. You will always be most welcome to visit to see for yourself what we do and how successful we are in achieving our vision. Should you have any questions or concerns whatsoever, please do not hesitate to contact me. We look forward to learning with you.

Best wishes,

A handwritten signature in black ink that reads "F Robertson".

Fiona Robertson
Head Teacher

“The best interests of the child must be a top priority in all decisions and actions that affect children and young people”

Article 3: UN Convention on the Rights of the Child

Message from our Head Pupils



At Perth Grammar School, everyone is valued. During your time here, you will be welcomed with open arms and leave with memories that will stay with you for many years to come. The bonds you form with your peers and staff will support you throughout your time here and our best piece of advice is make the most of every opportunity that comes your way and don't be scared to meet new people and make new friends. Our PGS spirit is strong, and the community feel encourages every learner to aim high and preserve, because everyone should be supported to achieve their ambitions in life, whatever they may be.

Every pupil will be allocated a house (Almond, Earn and Lomond) and will have many opportunities to earn house points, as well as chances to compete for their house through inter-house events such as sports day and several other exciting opportunities, which all contributes towards our house cup at the end of the year. This gives pupils a sense of pride, achievement and belonging within our school community.

All of the staff at Perth Grammar are committed to supporting pupils to succeed at every task they are given and are here to help guide their pupils through the many twists and turns that secondary school can throw their way. On a Wednesday morning, we have Tutor Time, a class where all year groups unite, tackle problems and support each other. Younger years can get the help of the seniors and gain skills that they will need to move through the school and tackle any problems they might encounter. This gives them a new perspective on their problems and often a better way to solve them.

At Perth Grammar there is a wide variety of clubs and groups you can take part in, ranging across the curriculum; from sports clubs such as rugby and hockey, to science club, chess club, geometric art and everything in-between. We even have the opportunity to perform on our very own theatre stage, through school shows and concerts. There are also many groups where pupils have the opportunity to develop and display leadership skills, for example Article 12, our pupil voice group which works to raise awareness for the rights of the child and to make sure pupils feel their voices are heard. Additionally, we have our Eco Committee where pupils can learn and educate others about sustainability, helping our school to do our bit for the climate. Clubs are invaluable for wider health and wellbeing and for a welcome break for academic studies providing a good balance.

There are loads of amazing opportunities and experiences. We offer everything from trips in the UK as well as experiences further afield to places such as Tanzania where senior pupils support communities by building houses with local families. Within school we have; Youth Philanthropy Initiative competitions- where pupils compete to win a grant for charity, junior and senior math's challenges where pupils can put their skills to the test and pupil mentoring programs where senior pupils have a chance to share their PGS experience and support their mentee with any issues they may be having. The school also provides pupils with a chance to experience the countryside and help out the community through the Duke of Edinburgh Awards.

We are both very excited for this coming year and hope you enjoy all the events that we are planning and all of the amazing opportunities that come with it and we aim high and give every task our best shot. We are both very excited for this coming year and all the amazing opportunities that will come with it and we hope you enjoy all the events that we are planning. We wish you luck in all of your future endeavors and finally, we hope you remember that; Hope you enjoy all the events that we are planning and all of the amazing opportunities that come with it and we aim high and give every task our best shot.

With Pride. We Respect. With Ambition, We Strive.

Your Head Boys

Alasdair & Archie

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 12: UN Convention on the Rights of the Child



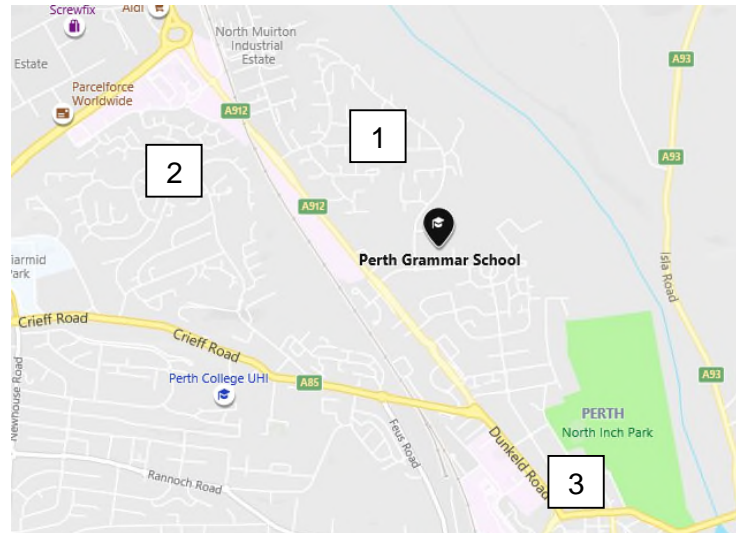
2023/24 Pupil Leadership Team

Catchment Area

Perth Grammar School is one of the four comprehensive non-denominational secondary schools that serve Perth City and neighbouring areas. The organisation of secondary education in this area is based on the transfer of all pupils from associated primary schools to a designated secondary school. The list of primary schools in the Perth Grammar Local Management Group (LMG) are:

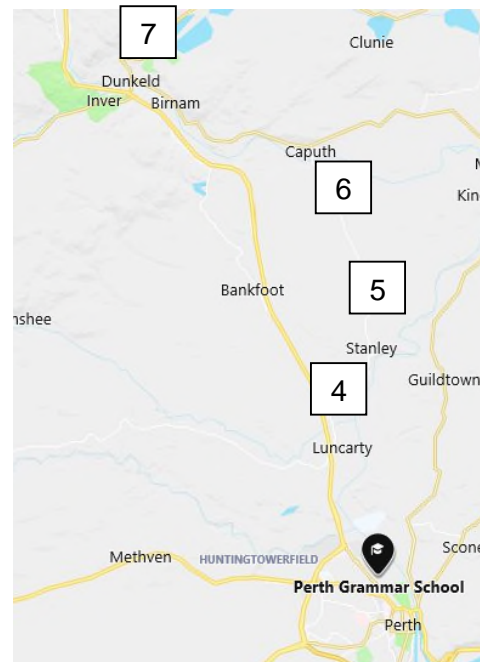
Perth City

- 1 [Riverside](#) Primary School
- 2 [Tulloch](#) Primary School
- 3 [St Ninian's](#) Primary School
(only pupils who live in the catchment of PGS)



Rural area

- 4 [Luncarty](#) Primary School
- 5 [Stanley](#) Primary School
- 6 [Murthly](#) Primary School
- 7 [The Royal School of Dunkeld](#) (option to attend)



Each year learners who live beyond our catchment area also seek entry to the school through placing requests.

A complete list of catchment streets in Perth is available from the school or Perth & Kinross Education & Children's Services, 2 High Street, Perth, PH1 5PH.

Visit the Perth & Kinross Council [website](#) to find your school catchment area.

Contact Details

Address	Perth Grammar School, Gowans Terrace, Perth, PH1 5AZ
Telephone number	01738 472800
Email	perthgrammar@pkc.gov.uk
Website	www.perthgrammar.org.uk
Social Media	@PerthGrammar

Perth Grammar School is an S1-S6 comprehensive, co-educational, non-denominational secondary school. At present the school does not provide teaching in Gaelic although this may be accessed through our Perth City Campus partnership in one of the other city schools.

School Accommodation



Perth Grammar opened in 1971 and is situated in North East Perth close to the North Inch of the River Tay. The main 3-storey teaching and administration block accommodates Languages, Mathematics, Social Studies and our dining centre, assembly hall, Learning Resource Centre & fully-functioning theatre. This is augmented by extensions housing Expressive Arts, Technologies, Science and Health & Wellbeing. The PE accommodation includes a dance and fitness studio, gym hall and large games hall with its state-of-the-art climbing wall. The school also benefits from an excellent athletics centre within its grounds, the George Duncan Arena. This was opened in 2005 and is available for use by the public out-with school hours. Our proximity to St John's Academy, our Sports Comprehensive partner school, enables us to share their new campus facilities including AstroTurf, 2 games halls and a fitness suite and further dance studio. The school grounds provide extensive opportunities for outdoor learning and sustainability education, including a science garden and a polytunnel.



Our dining service is well-equipped with a main canteen and baguette bar providing hot meals, snacks, or bespoke sandwiches together with a pre-order service for ordering meals that can then be collected at lunchtime to avoid queuing.

In 2021 our pupil social spaces and toilets were refurbished as part of our ongoing property programme.

Current School Roll (as of 13 September 2023)

Year	Number
S1	144
S2	139
S3	136
S4	137
S5	96
S6	76
Total	728

How We Communicate with Parents / Carers

Contacting the school

In the first instance, please ask to see the Principal Teacher of Guidance or Link Depute Head Teacher who will be able to assist. We respectfully request that parents/carers do not contact their child/children by personal mobile phones during class times to facilitate learning and teaching.

Communication with Parents/Carers

A weekly information bulletin containing items of information and topics of interest about school activities is emailed to parents/carers and published on the [school website](#). Throughout the year staff may contact you regarding your young person's progress via email, letter, or telephone.

Groupcall - Text Messages

We have a system called **Groupcall** that enables us to send text messages to the main contact's mobile number. This means we can pass a message to groups of parents/carers quickly and easily. Text messaging will only be used in appropriate situations for example:

- Unreported absence from school
- Lateness to school
- School event reminders (such as Parents' Evenings)
- School closures

To allow us to make best use of this facility it is important that parents/carers keep us updated of any changes to their mobile phone number. You can do this via ParentsPortal.

Groupcall – Email

We also communicate all letters by email and regularly send updates. This has proven more successful than 'pupil post' but it requires all parents to keep us informed of any changes to email addresses. You can do this via ParentsPortal.

Website

Please visit our school website to find out useful information on the school www.perthgrammar.org.uk.

Social Media

The school has X and Instagram profiles which you can follow to find out news of recent achievement and successes. Our social handle is @PerthGrammar. (Please note that this is an information providing facility only).

In Person

Perth Grammar holds Parent Contact Evenings throughout the school year for all year groups. These are to keep parents/carers up to date at key points through your child's time at Perth Grammar School and allows us to share the curriculum your child is following and their progress.

Complaints

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

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

Staffing

At present the 728 pupils who attend the school are served by a teaching staff of 57.82 FTE (full time equivalent).

Senior Leadership Team



Fiona Robertson
Head Teacher



Martin Reid
Depute Head Teacher



Sam Lewis
Depute Head Teacher



Greg Duncan
Depute Head Teacher



Scott Jewell
Business Manager

Curriculum Areas

There are 9 Faculties based on Curriculum Areas and each led by a Principal Teacher: Business & Computing, Expressive Arts, English, Modern Languages, Mathematics, Health & Wellbeing, Science, Social Studies and Technologies.

These Faculties work hard to provide a wide variety of courses suitable for pupils of all abilities. Each year pupils are presented for a range of qualifications and other achievements, and performance in these reflects improvement. In addition to this, there is an extensive Learner Support Faculty and Intensive Support Provision.

Support for Pupils

Parents share responsibility for bringing up their children and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help, they need to raise their children.

Article 18: UN Convention on the Rights of the Child

Our school is a caring community in which each pupil is supported to be all that they can be. The Pupil Support Team is overseen by the Depute Head Teacher (Support). The Principal Teachers of Learner Support and ISP lead and manage the work of the Learner Support Faculty, Individual Support, Intensive Support Provision and Wellbeing. The House System has three full-time Principal Teachers of Guidance. We are also fortunate to have a Pupil Intervention Officer and Community Link Workers who assist young people and their families, 3 Pupil Care & Welfare Officers who support young people to attend school. Pupil Support, in its widest sense, involves all teachers in the school, but it is focused by a team of Pupil Support Teachers who have special first line guidance responsibilities, the main one of which is getting to know all the pupils. Staff then make sure each pupil understands that there is someone who is focussed on their all-round personal development and learning.

The Pupil Support system is structured into Houses. Pupils from S1 to S6 are placed in one of three Houses – Almond, Earn and Lomond. Where possible, family members are placed in the same House. This helps to ensure continuity of communication between school and home. Each House has a team of staff managed and led by the Link Depute Headteacher and a Principal Teacher Pupil Support (Guidance) together with a Tutor Time Teacher for each class and Learner Support Teachers attached to each House. The House Teams work together, providing ongoing support to meet the needs of all pupils and taking a close interest in their academic and personal development, including:

- Day-to-day contact with pupils
- Attendance
- Behaviour
- Monitoring attainment progress
- Communicating with parents
- Links with other agencies
- Writing reports
- Links with associated primary schools.

Tutor Time Teachers

Each first-year pupil is allocated to a Tutor group. The pupil's Tutor Time Teacher will have a responsibility for a class of S1 to S6 pupils. During this class there is a focus on learning conversations, pupil profiles, attendance, target setting and excellent relationships.

Business Support Team

As well as the support staff mentioned in the section above, we benefit from a further team of staff including 2 Business & Management Officers, 3 Business Assistants, 1 Senior Technician, 1 Technician, 2 General Assistants, 1 Senior Learning Resource Assistant, and a Learning Resource Assistant. We also work very closely with Tayside Contracts staff who provide our facilities, cleaning and catering services.

Staff List

Senior Leadership Team		Sciences		Learner Support	
Fiona Robertson	Head Teacher	Mr A Spalding	(Physics) PT	Mr D Millar PT (Learner Support)	
Scott Jewell	Business Manager	Mrs J McKell	(Biology)	Mrs C Bartlett	
Martin Reid	DHT	Mrs A Dickinson	(Biology)	Mrs H Jamieson	
Sam Lewis	DHT	Mrs A Cunningham	(Physics)	Mr D Sinclair	
Greg Duncan	DHT	Mr D Potter	(Chemistry)	Mr D Williams	
		Dr K Rafferty	(Chemistry)	Mrs L McFeat (PSA)	
Business & Computing				Mrs G Blyth (PSA)	
Mrs M Cook	(Computing) PT	Social Studies		Mrs J Meehan (PSA)	
Miss S Cuddihy	(Computing)	Mr M Walker	(Geography) PT	Mrs S McDonald (PSA)	
Mrs McBride	(Business)	Mrs S Park	(Geography)	Mrs J Millard (PSA)	
		Miss K McDonald	(History)	Mr R Munro (PSA)	
Expressive Arts		Miss S Johnson	(History)	Mrs D Cruickshank (PSA)	
Miss C Simon	(Music) PT	Mr A Kennedy	(Mod Studies)	Mrs W Taylor (PSA)	
Miss L Waterson	(Music)	Mrs S Luti	(RMPS)	Miss C McKenzie (PSA Outreach)	
Miss Todd	(Drama)	Mr R Knak	(RMPS)		
Vacancy	(Drama)				
Miss R Langley	(Drama)	Technologies		Business Support	
Miss A Bene	(Art)	Mrs D McLeish	PT	Lesley Grieg – B&MO	
Miss L McIntyre	(Art)	Mrs D Cameron		Lynsey Coull – B&MO	
Miss E Murray	(Art)	Mr I Cunningham		Margaret Dennis – Business Assistant	
		Mr C Hadden		Linda Angus – Business Assistant	
English				Kyle Fumme – Business Assistant	
Mrs C Wishart	PT	Guidance		Susan Smith – General Assistant	
Mr J Craigon		Miss A Greene	(Almond)	Fiona Donaldson – Snr Learning Resource	
Mrs E Moir		Mr K McMahan	(Earn)	Susannah Tipping – Learning Resource Ast.	
Miss C Beveridge		Mrs S Cameron	(Lomond)	Allen Shepherd - Senior Technician	
Dr M McAvoy				Iain Ballingall - Technician	
Mr J Venter		Community Link		Alison MacKinnon – General Assistant	
		Claire Laing			
Mathematics		Gail Balie			
Mr T Ledger	PT				
Mrs C Muszynski		Pupil Intervention Team			
Mr R Garvie		Toni Day			
Mrs E Davies		Rachel Small	(Almond)		
Miss D Walkington		Lauren Townsley	(Earn)		
Miss K McPherson		Paul Smith	(Lomond)		
Modern Languages		ISP			
Miss G Jamieson	PT	Mrs L McIntosh	PT (ISP)		
		Mrs L Pattison			
		Mr J Haine			
Health & Wellbeing		Mrs C Petrie			
Mrs C McIntosh	(PE) PT	Mrs M Wilton			
Mr A Lochhead	(PE)	Mr R Knak			
Miss N Marshall	(PE)	Mrs K Moir	(PSA)		
Mr I Mackenzie	(PE)	Mrs S Hoolachan	(PSA)		
Mrs E McCreanor	(HE)	Miss J Hill	(PSA)		
Miss J Stark	(HE)	Miss D Cowper	(PSA)		
Miss M Stewart	(HE)				

School Ethos

All of our young people experience a wide range of opportunities to succeed in national qualifications and build up a portfolio of other achievements. We encourage them to be:

- Open, innovative, and optimistic
- Committed and willing to participate to make a difference in their local, national, and international community
- Secure in their own identity, with an appreciation of the diversity of the globalised world we live in
- Creative and critical thinkers who can make connections in their learning across different contexts.

We are a Silver Award Rights Respecting School, demonstrating our commitment to the United Nations Convention on the Rights of the Child (UNCRC). Perth Grammar is committed to supporting the Children & Young People's Bill 2014 which in turn is based on the UNCRC. This is further reflected in our commitment to working towards the Gold Rights Respecting Schools Award (RRSA). We have a focus on developing global awareness through international education which has led us to create links with schools in USA, Italy and in Perth's twin town in Germany, Aschaffenburg. The school now has a well-established trip to Tanzania in partnership with The Vine Trust. Further major trips include London, Madrid, Ski Trip (Italy) and Florida Space Centre but are all on hold at the moment due to coronavirus restrictions.

School Aims

Our core values of "Pride, Respect & Ambition" are at the heart of all we do in Perth Grammar to meet the needs of all our school community. To do this we will work in partnership with pupils, parents and carers, our community, and professional agencies.

To achieve this, we:

Develop **Pride** in

- Self
- School
- Community

Promote **Respect** for

- Self and others
- The environment
- Wider community

Promote **Ambition** by

- Raising levels of attainment
- Giving opportunities for achievement and celebrating success
- Offering a breadth and depth of curriculum which will enrich and enhance learning

With Pride, We Respect, With Ambition, We Strive

Partnerships, Rights and Responsibilities

In fulfilling our aims, we seek to involve pupils, parents, school staff, the local community, the Local Authority, and the wider world in the life of the school. The most important of these partnerships is the three-way relationship between pupils, parents and the school staff. Each of these groups has significant expectations of the others and these are reflected in the responsibilities set out below:

Responsibilities of Pupils

Pupils must strive to:

- Attend school regularly, on time and ready to take part in learning
- Produce the best possible classwork and homework
- Aim for the highest standards in all aspects of school life
- Cooperate with staff and accept local authority policy and the school's relationship policy
- Consider and respect the feelings and property of other people both in school and in the wider community
- Care for the grounds, buildings, furniture, equipment, and books provided by the school.

Responsibilities of Parents

We ask parents to:

- Show that they support the school in setting the highest standards
- Make sure their children come to school regularly, on time, alert and ready to learn
- Take an active and supportive interest in all aspects of their children's work
- Support the school relationships policy and local authority procedures, helping their children to achieve resilience and develop a growth mindset
- Encourage their children to make constructive and enjoyable use of both their study and leisure time.

Responsibilities of School Staff

Members of staff must strive to:

- Develop each individual pupil's talents as fully as possible to enable them to flourish as young global citizens
- Plan and teach effectively and set the highest standards in work, learning and behaviour
- Set and assess classwork and homework which encourages all pupils to attain the highest standards
- Ensure that each pupil understands how to make the next steps to improve their learning
- Care for each child when at school as a good parent of a large family
- Help pupils to leave school able and enthusiastic about making the best possible contribution to their local and wider community.

Relationship Policy

Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 28: UN Convention on the Rights of the Child

Our school promotes an environment where all stakeholders interact in a restorative manner and contribute to a restorative ethos. If a pupil displays poor behaviour, we will endeavour to find the reasons behind this. We will encourage them to reflect on the impact of their actions and counsel them on an appropriate response to help them resolve the situation and repair any harm.

The relationship policy gives teachers a suite of interventions to help resolve any unacceptable behaviour. If these actions do not result in a positive outcome, further interventions will be taken to help get a resolution where we will decide the appropriate next steps which may include involving parents.



Parental Involvement and Engagement

We aspire to offer parents an open door where we keep you informed and involved and respond to concerns.

We know from national research that children do better at school and achieve more in life when parents and schools work together. Parents are the first educators of a child and have the most influential role in their child's education. We are therefore committed to working together with parents to ensure that every child does the best they can at school and beyond.

There are three main ways in which parents can become involved in the school:

- Supporting learning at home
- Home/School Partnership through parent contact meetings and other events
- Parental Representation for example, through the Parent Council.

Parent Council

Our school has always had an active and supportive Parent Council. An AGM is held every September.

The Chairperson of the Parent Council is Janice Napier.
The Head Teacher is the professional adviser to the board.

Parent Council Members

Chairperson: Janice Napier - janicenapier11@gmail.com
Vice Chairperson: Jenny Robertson & Rory McIntosh
Secretary: Alexandra McQueen
Treasurer: Jenny Robertson

Please see the school website for more information on the Parent Council including minutes of meetings. <https://www.perthgrammar.org.uk/Parents/Parent-Council/>

Further information on parental involvement in schools can be found at: <http://www.pkc.gov.uk/parentalinvolvement>

Transitions

Joining Perth Grammar

Pupils entering the school in First Year

The vast majority of our pupils join us in S1 and we make every effort to ensure that their early experiences in school are happy ones.

We are in regular contact with P7 Staff to learn as much as possible about our new pupils before they join us.

Perth Grammar School staff visit the pupils in their primary school to continue the 'getting to know you' process.

Pupils and parents are given the opportunity to visit the school and ask questions of staff and current pupils.

On their 2 induction days, pupils will have a chance to sample life in secondary school and take part in a variety of activities in their new class groups.

At the start of the session, particular care is taken to help new first year pupils settle in safely and find their way about. This involves both pupils and staff in supporting our new first years.

An interim "Settling-in Report" will be sent home early in the academic session.

Pupils entering the school at other times or stages

Parents who wish to visit the school and/or to enrol their child are asked to arrange an interview with the school, by contacting The School Office. One of our Depute Heads will meet with parents and the child a few days before the child is due to start attending Perth Grammar School. This meeting will help to decide the courses most suitable for the pupil and provides the parent with an opportunity to find out about general school procedures.

Transfer from primary to secondary school

From September onwards, the Support Faculty Team prepares for a smooth transition from primary to secondary school.

They:

- Visit every associated primary school to gather information about each child and to speak to pupils about the move.
- Are involved in the two-day visit to Perth Grammar School in June.
- Invite primary staff to come into Perth Grammar School to discuss transition.
- Supervise the timetable for these two days.
- Issue a handbook especially for S1 pupils.
- Answer any questions that may be causing anxiety.
- Arrange for each Faculty to deliver a transition session to every P7 class.
- Carefully organise register/Tutor Time/House groups.
- Allocate elective choices to each pupil.

NB It is important that parents advise guidance staff about any problems (health, behaviour, emotional) that may affect a child's school performance.

Meetings with guidance staff can be arranged by phoning the school office.

Mr Duncan, Depute Head Teacher (Support) is responsible for the management of Guidance. In addition, he oversees the work of Guidance staff in:

- Careers Education
- Personal/Social Education
- Classwork containing a programme of Social Education.

If you wish to withdraw your child from any part of the programme, please inform the Principal Teacher Pupil Support (Guidance) at the start of the session.

Enhanced Transition

Transition meetings, reports from primary schools and where necessary attendance at additional support needs meetings help provide detailed knowledge about individual pupils for the transition to S1. Some pupils require an enhanced transition with extra visits and careful planning. This is done in full consultation with the primary school staff and parents as well as Community Link Workers.

Transition from the Broad General Education to the Senior Phase

As pupils progress through the first three years of their secondary education, they will have the opportunity to personalise their curriculum by choosing wider achievement electives for S1 and S2. They will then, while still following a broad curriculum, specialise further in S3. At the end of S3, through careful reflection in subjects and via profiling, pupils will be in an ideal position to choose the six best courses to continue with for study in the Senior Phase. Tutor Time Teachers, Support Staff and Link Depute Headteachers will support these choices. At each stage we will provide a range of information to help decision-making, including reports on progress, parents' evenings, curriculum information sessions and careers fair, as well as online information on the school website.

Curriculum for Excellence

Since 2006, changes have been taking place in Scottish Education to transform learning through Curriculum for Excellence. From age 3-18, Curriculum for Excellence aims to develop all young people as successful learners, confident individuals, effective contributors, and responsible citizens. In designing the school curriculum our aim is to encourage and support our young people to flourish as young global citizens with the skills, knowledge, values, and attitudes that will enable them to adapt and thrive in the 21st Century. At Perth Grammar School, this means continually evolving the curriculum to provide inspiring learning opportunities, explore new courses, subjects and ways of learning, kindle ambition, extend talents and interests and encourage pride in our young people and their community. More recent developments in the curriculum have seen an increased emphasis on making sure that there are suitable career pathways for all young people whether they take an academic or a vocational route. This has meant closer working with our main Strategic Partner, Robertson Group as well as a range of other partners including Perth College UHI.

As well as the curriculum information provided in this handbook you can find details of our Curriculum Rationale (under review at time of writing) on our school website

http://www.perthgrammar.org.uk/Parents/Curriculum-for-Excellence/Curriculum_Rationale_March_2016_-_updated.pdf

We will continue to keep you informed and involved in the process of curriculum evolution at different stages of your child's school career through a range of other means including information evenings, parental letters, text messaging and Twitter. Information can also be obtained from your child's Tutor Teacher, Principal Teacher Pupil Support (Guidance) or Link Depute Headteacher.

Perth Grammar School Curriculum Model

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
S1	Maths & Numeracy				Languages							ML		Science		Technologies			Digital		Social Studies		Expressive Arts Art/Music/Drama		Wider Achievement		Physical Wellbeing, Activity, Sport & Health	RME	PSE	Tutor Time					
S2	Maths & Numeracy				Languages							ML	Citizenship	Science		Technologies			Bus Ed	Social Studies		Expressive Arts Art/Music/Drama2		Wider Achievement		Physical Wellbeing, Activity, Sport & Health	RME	PSE	Tutor Time						
S3	Maths				Literacy	English			Column C		Column D		Column E		Column F		Column G		Column H		Column I		Physical Wellbeing, Activity, Sport & Health	RME	PSE	Tutor Time									
SP	Column A					Column B					Column C					Column D					Column E					Column F					HWB (PE/PSE/RME/Literacy/Numeracy)		Tutor Time		
Students will select a subject from each column. Where a student would benefit from extra study in English or Maths and data informs this need then discussion with guidance teacher and DHT.																																			
S5/6	Column A					Column B					Column C					Column D					Column E					Column F					HWB (PE/PSE/RME/Literacy/Numeracy)		Tutor Time		

S1-S3 - The Broad General Education

All pupils are offered a Broad General Education starting in nursery and continuing until the end of S3, building on previous learning and increasingly encouraging young people to make choices and decisions to personalise their curriculum to suit their interests and abilities. In secondary school, pupils will experience a wide range of subjects across eight curriculum areas:

- Expressive Arts (Music, Drama, Art, and Dance)
- Languages and Literacy (including English, French, and Spanish)
- Health and Wellbeing (including Physical Education, Home Economics and Social Education)
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences (including Biology, Chemistry and Physics)
- Social Studies (including Geography, History, Modern Studies and Business Education)
- Technologies (including IT, Computing Science, as well as a range of practical and design activities).

Learning is organised around the 'Experiences & Outcomes' (E's and O's) and assessment planned using Benchmarks. The former is divided into five different levels that broadly reflect the different stages of learning. These levels recognise that young people progress at different rates. In S1-S3, most pupils will be working within the 3rd and 4th level E's and O's. As they progress through S1-S3, pupils will be offered opportunities for choice within curriculum areas as well as a range of wider achievement electives. More recently, there has been an increased focus on developing transferable skills including leadership, health and wellbeing, creativity, working together, digital, thinking, literacy, problem solving and enterprise. Throughout, there is also a continuous focus on Literacy, Numeracy and Health and Wellbeing across all curriculum areas. Interdisciplinary learning is also introduced through a range of real-life contexts to encourage pupils to make connections across their learning and apply skills in different contexts. This includes extra input in Science, Technology, Engineering, Arts and Maths (STEAM) and in supporting the Scottish Government 1+2 modern language initiative where all pupils have additional Spanish. A number of opportunities are also open for S3 pupils to take College taster courses. All of these experiences will prepare them to embark with confidence upon their chosen pathway in the Senior Phase.

S4-S6 – The Senior Phase in Session 2023-24

The Senior Phase of our Curriculum for Excellence begins in S4 and continues through to the end of S6. In this phase, pupils make choices regarding the courses they will study within the Scottish Credit and Qualifications Framework (SCQF). This includes a wide range of both academic and vocational qualifications which support them towards their chosen positive destination whether this is at the end of S4, S5 or S6. An essential feature of this stage will include clear progression routes for each pupil, with a distinct focus on advancing their qualifications, coupled with opportunities for them to expand and refine their skill set.

Following decisions taken towards the end of the BGE, most pupils will progress to study their six best courses throughout S4. All S5 pupils are expected to choose a course in every column, however, S6 pupils may be granted a supported study column depending on the rigour of their choices or the needs of the individual. Through these courses they will prepare for the assessments at whatever level is appropriate for them (usually SCQF level 3, 4 or 5). This will lead to a range of different qualifications from the Scottish Qualification Authority (SQA) including

National Course Awards, National Progression Awards (NPA's) and Skills for Work courses. For the most part these are delivered in school with some at Perth College.

During S5 and S6, a range of courses at Level 6 and 7 in the SCQF are added to our suite of courses including SQA Higher and Advanced Higher Qualifications. Pupils will be offered guidance and support to plan a programme that will raise their own personal attainment before progressing to the next appropriate level of qualification. All pupils have the opportunity to study six courses but depending on the rigour of their choices or the needs of individuals, some S6 pupils may choose fewer than six and include study time, wider achievement or citizenship. Our ultimate aim is to ensure that all pupils at Perth Grammar are able to move on to a positive destination with a strong portfolio of skills and achievements.

Perth City Campus

The Perth City Campus consists of Perth Grammar, Perth Academy, Perth High School, St John's Academy and Perth College. It offers pupils in the Senior Phase the opportunity to take a wider range of courses than would normally be available in a single school and allows many to run which would not otherwise be viable. Pupils travel between schools to attend classes in selected subjects and return to their base school once the teaching period is over. The City Campus also offers pupils the opportunity to meet with a wider cohort of pupils and share ideas, contacts and experiences.

Further Information

Comprehensive information on curricular changes at a national level can be obtained from: The Parentzone website at: <https://education.gov.scot/parentzone>. This provides information about Curriculum for Excellence, how to support your child's learning at home and information on additional support needs.

The Scottish Qualifications (SQA) website <http://www.sqa.org.uk/sqa/41292.html> .

This provides information about the examination system, past papers and other very useful help and advice for students and parents.

A further excellent source of information for parents on curriculum, qualifications and assessment is the 'In A Nutshell' series by the National Parent Forum of Scotland which can be found here: <http://www.npfs.org.uk/>.

Our own website also provides helpful information regarding courses available at both Perth College and the other secondary schools www.perthgrammar.org.uk

Our latest achievements are Tweeted via @PerthGrammar.

Literacy, Numeracy and Health and Wellbeing

Literacy, Numeracy and Health and Wellbeing are central to young people's experiences throughout both their Broad General Education and their Senior Phase at Perth Grammar School. All staff have a responsibility to support young people in developing these skills which underpin all aspects of learning for our young people. There are regular planned opportunities within Tutor Time to focus on these three areas which are further emphasised through the Assemblies programme. Here pupils are encouraged to reflect on and take pride in their achievements while also identifying the areas they need to improve and the steps they need to take to make this happen.

Literacy

In its broadest definition, Literacy refers to the set of skills that enable a young person to fully engage with the world around them. Literacy encompasses the familiar skills of reading, writing, listening and talking but there is the expectation that, within a Curriculum for Excellence, young people are able to demonstrate a far broader range of literacy skills. These include for example, critical thinking, presentation skills, co-operative learning, analytical and creative skills. There are a wide range of opportunities for our young people to develop these skills through all curriculum areas and in opportunities beyond the classroom, such as the Duke of Edinburgh Award scheme, the Saltire volunteering programme and Mentoring responsibilities.



Numeracy



Similarly, numeracy skills, while including a wide range of mathematical skills and concepts, include a far wider range of skills within a Curriculum for Excellence. Young people are required to demonstrate their numeracy skills in a range of contexts for example, problem solving, use of data to inform decisions and tasks involving time, money and measurement. There are a wide range of opportunities for young people to demonstrate their learning in these areas both within the curriculum and aspects of wider achievement. For example, senior pupils manage the organisation of their Prom and co-ordinate a wide range of fundraising activities all of which require a high level of leadership, numeracy and problem-solving skills.

Health and Wellbeing

Developing and promoting the Health and Wellbeing of all our young people involves focusing on both their physical and emotional health. As a Sports Comprehensive, in partnership with St John's RC Academy, we work closely with all our young people to promote a healthy lifestyle through regular physical activity and healthy eating. In addition, all staff encourage young people to develop positive attitudes, embrace change and recognise and respect the rights of others. We want all our young people to have the confidence to celebrate their own achievements and the motivation and determination to improve through clear identification of their next steps in learning. These skills are embedded within all areas of the curriculum. More specific aspects of Health and Wellbeing are delivered through programmes of work in Personal and Social Education and Tutor Time which young people experience in their age groups.



Beyond the Classroom

At Perth Grammar, we encourage learning in many different contexts including beyond the classroom. These opportunities are particularly valuable when they help young people to make connections to real life. They enhance the learning and make it more relevant. Such opportunities are an integral part of many courses across all curriculum areas. They include, for example, outdoor learning in the school grounds or local area and trips to seminars, conferences, universities, college, libraries, the theatre, cinema, religious institutions or other partner organisations.

The Expressive Arts Faculty invite orchestras, musicians, actors, directors and designers to come into the school and work with our pupils to give them real life experience of these careers.

They run a theatre club after school as an extra-curricular activity for any pupils in S1-S6 and as part of this they are taken to the panto every year. S5-S6 drama pupils are taken to the theatre, at least once a year, as part of their higher and advanced higher courses. Pupils from S3-S6 are taken to see live music such as orchestras playing at Horsecross, Perth concert hall. The faculty itself aims to put on a full-scale musical every second year with their last show The Addams Family being performed in 2023.

The Faculty of Health and Wellbeing offers a wide range of opportunities as part of our extra-curricular programme. We fully believe in, and are committed to, helping all our young people live active and healthy lifestyles. Such aims are achieved by creating an environment that is fun and educational as pupils enter and leave the faculty with smiles on their faces. This is further achieved by our partnerships with Jeanfield Swifts Community Football Club and Curves Gym as we go into the



community and facilitate opportunities for our pupils to engage in exercise beyond the school boundaries. Attendance at these clubs also provides our young people with the opportunities to represent the school in extra-curricular competitions at both local and national events. In representing the school, we help our pupils demonstrate the school values of pride, respect and ambition as they develop into responsible citizens fit for life, work and society.

Examples of a few of the Developing the Young Workforce activities which have taken place over the last few years included:

- Traditional Building Skills with the Heritage Trust
- Visit to SSE Perth Training Centre to celebrate Apprenticeship week and learn more about the opportunities for young people within SSE.
- Springboard, 'Skills Challenge and Careers Discovery Trail', which over the course of a day by visiting various city centre locations highlighted the use of languages in both the hospitality and tourism sectors.
- 'Skills Academy' with St Johnstone Community Trust
- 'Women into Trades' event at Perth College

Looking to the future we are confident that as industries recover, we will have the opportunity to offer many more exciting events to enhance and expand learning for all our young people.

Such activities are carefully monitored but by their nature involve pupils in situations where they will not be supervised directly at all times. On these occasions the teacher in charge emphasises to pupils their responsibility for safety and good conduct and that failure to maintain appropriate standards could jeopardise participation in subsequent out of school activities. Perth Grammar pupils have an excellent reputation in the community for their behaviour on out of school activities and are regularly complimented by external organisations and the public in general. You will be sent a consent form for such activities early in the session. These are carried out in accordance with Perth & Kinross Council's policy on Wider Curricular Activities. Sometimes a financial contribution is requested to cover the cost of transportation and entry fees. Details are always provided in advance and where there are financial difficulties, we encourage parents and carers to contact the school.





There are many opportunities at Perth Grammar School for pupils to have their voice heard. It is every young person's right to be able to express their views and have a say in situations that affect themselves. Therefore, the Article 12 pupil group is a fantastic opportunity for all year groups to work together to have a say in the running of the school and to make improvements. Examples of the work done by Article 12 are the creation of a chatterbox to give every pupil the chance to voice their views and offer improvements. Article 12 also promotes the rights of young people by organising events such as the wee sleep out and collaborative tasks

to be done during Tutor Time. Pupil Voice is sought for many different reasons by several different means such as Microsoft Forms for views on refurbishments and mental health and voting for the structure of the school day and the new tartan to celebrate Perth Grammar School's 50th Anniversary. There are several other ways in which pupils can get involved in the school and have their views heard such as the Mentors in Violence Prevention programme, Mental Health Ambassadors, Environment and Sustainability group and of course the Pupil Leadership Team. Pupils are fully involved in the life of the school and have numerous opportunities throughout their time at Perth Grammar School to make full use of the opportunities offered and have their say in all matters relating to them, from subject choice, extra-curricular opportunities, and ways to help the local community.

Wider-curricular activities



Every Child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 31: UN Convention on the rights of the Child

As a school we value highly activities that will encourage the

wider achievement of all our young people. Each year we offer upward of 40 activities in sport, music and other areas. All pupils are encouraged to participate in these activities both in and out of school. We then, particularly through Tutor Time, encourage pupils to reflect on the skills and qualities it helps them to develop.

Several clubs are available each day either at lunchtime or after school. These include:

- | | | | | |
|-----------|----------|-----------------|----------------|------------------------|
| Dance | Football | Netball | Sustainability | Basketball |
| Badminton | Tennis | Theatre (drama) | Girls Fitness | Harry Potter (library) |
| Hockey | Futsal | Young Carers | Lego | Modern Languages |
| LGBTQ+ | Climbing | Book Tok | Cake | |

In addition, there is a very wide range of musical activities including rehearsals for choirs and instrumental groups.

Pupil leadership

Throughout the school Perth Grammar pupils are continuously encouraged to get involved in leadership opportunities and the life of the school. To promote our ethos of with pride we respect, with ambition we strive and in doing so build skills for life, learning and work.



These opportunities can be created and made available by the school itself such as training Mentors in Violence Prevention to lead sessions to junior pupils or training to become mentors and lead sessions within tutor time. Other groups include young

ambassadors, Rights Respecting Schools steering group and climate change. We have an established paired reading team and dyslexia support group.

Article 12 plays a large part of school life, where all pupils have a voice and are encouraged to express opinions and share ideas.

The Careers Service

Patricia Wood and Katy Hargrove, the school's Careers Advisers from Skills Development Scotland (SDS), are based in the school and are here to support pupils to develop their Career Management Skills.

The service provided includes:

- One-to-one career coaching from S2, where all pupils will receive support with their subject choice, through to pupils leaving school
- A drop-in service in school during lunchtimes
- Group sessions for all year groups around Career Management Skills and Labour Market Information
- Support for parents is also available. Trisha and/or Katy will be attending each Parents Contact Events and will be available for appointments at these.

All pupils can access high quality careers information and advice through www.myworldofwork.co.uk which also has a section for parents at www.myworldofwork.co.uk/parents.

Social Education

Over the last few years Social Education has evolved through Curriculum for Excellence. Feedback from pupils has been taken into account when making these changes and the course has a strong focus on skills for learning, life and work.

The aims of this programme are to offer every pupil an opportunity to:

- Develop skills for the world of work, like presenting, teamwork and leadership.
- Developing an understanding of the growing up process.
- Make informed choices about the world of work, leisure, and responsibility.
- Develop self-esteem and self-awareness.

These are some of the examples within the courses from S1-6. We also have numerous expert speakers on current issues like drugs, sexual health and relationship, financial education and dealing with stress. This course is continuously developing to make sure that pupil's Health and Wellbeing is at the centre of their learning.

Religious Observance

Core provision for Religious Education is included in the curriculum from S1 to S4. In first and second year these courses follow the guidelines specified in the national programme for Religious and Moral Education. In addition, moral issues are discussed as part of social education classes.

Perth Grammar School has established working links with Perth Riverside Church and the Street Pastors/School Pastors. We welcome developing partnerships with denominational bodies at local and national level to fulfil our Religious Observance requirements.

Parents have the right to withdraw their child from attending Religious Education. Those who wish to exercise this right should write to the Head Teacher explaining both their wishes and the reason for these wishes. Alternative arrangements will then be made.

Partnerships

Developing the Young Workforce, Employability and Careers

In Perth Grammar School we seek to equip our young people with the skills for learning, life and work to ensure that learners achieve a positive destination when they leave school and to raise attainment and achievement. Our Pupil Support Team, Subject Faculty Staff, Careers Officer, Developing the Young Workforce Officer and Community Link Coordinator work closely to deliver, to all our young people, their entitlement to opportunities to develop career management skills. We place particular emphasis on every subject faculty having links to employers; on pupils having access early in their secondary school life to quality careers advice and education; on relevant work experience and on ensuring that every young person is supported to access a positive destination when they leave school.

Robertson Group

Perth Grammar School continue to strengthen and develop our main strategic partnership with Robertson Group. The purpose of this is to ensure a key partner to enhance employability in our school curriculum. To date S1 STEM classes have been supported as a result and senior pupils have benefited from work placements, experience and inputs. We have aligned our strategic school improvement plan with Robertson's to focus on 3 of the Sustainable Development Goals: Quality Education, Climate Action and Partnerships for the Goals.



Assessment and Reporting

The purpose of assessment with each curriculum area is to:

- Support the learning of each young person
- Plan for the next stage in the learning process
- Inform learners and their parents of their progress through courses and programmes of work
- Summarise achievements through for example qualifications and wider achievements.

These aims are delivered through the five elements that together make up assessment:

1. Planning - knowing and sharing what is to be learned
2. Teaching – formative and summative assessment as part of effective learning and teaching
3. Recording - summarising success and progress
4. Reporting - providing useful feedback
5. Evaluating - using assessment to evaluate learning and teaching.

Sharing Feedback with parents, learners and staff

Teachers will describe the progress that each learner is making within a subject area in a variety of ways:

- Verbal and written feedback on aspects of coursework, homework, and formal assessments.
- Tracking reports that provide a Target, Working Grade and ratings for effort, behaviour, and homework for each subject
- Written reports that provide a summary of progress, strengths, and aspects for development for each curricular area / course being followed.
- Parent Contact Meetings with individual appointments when class teachers discuss the progress of your child.

The key dates for S1-S6 are available to view in the school calendar on the website. We strongly encourage you to spend some time going through your child's reports with them at home in order to support their learning. Similarly, we very much encourage pupils to attend parent contact appointments with their parents / carers in order to emphasise that the learning journey for each pupil is a three-way partnership between parent, school and young person. This supports and nurtures the partnership between home and school which is central to all that we do.

Monitoring and Tracking

Effectively monitoring and tracking the progress of all our learners enables young people to make appropriate and meaningful progression as they move through the levels, courses and programmes of work that lead to formal qualifications at the end of S4, S5 and S6. All staff regularly provide updates about learner progress in their subject at key points throughout the session. This information is shared with pupils, parents, Pupil Support staff and Link Depute Headteachers. When a pupil is identified at either being at risk of underachieving or of failing to meet their target, there are a variety of interventions available to support the young person in reaching their potential. These include:

- Learning conversations with Tutor Time Teacher and Subject Teacher
- Additional support from class teacher in terms of home-study tasks / study support sessions
- Subject support from Teacher / Principal Teacher.

S1-S3 Assessment and Reporting in the Broad General Education

When your child joins us in S1 they will continue with their Broad General Education building upon the knowledge, skills and experiences that they have been developing throughout their primary education. We receive detailed information for all of our pupils from the primary school that they most recently attended. This provides us with information about the strengths, learning styles and attainment information for English and Maths. In addition, your child will have completed their own P7 profile which celebrates their achievements, skills, qualities and attributes that contribute to their successful learning as they enter the next stage of the Broad General Education.

In consultation with primary staff, some young people will have personalised learning plans which reflect the pupil's learning needs and these will be developed in partnership with the young person, parents and staff and reviewed at regular intervals. For other young people, additional support needs may become apparent at a later date.

The majority of S1 pupils will take part in a baseline assessment programme. This will provide us with information about the strengths of our young people and indicate areas where additional support or specific focus may be required. When considered with primary transition information and subject data, this will support us in building up a picture of the potential of each young person and how we can best support them in achieving their goals.

All S1-S3 pupils receive regular tracking reports. This information is sent home to parents and carers and provides an early indication of how a young person is settling into the new academic session. Tracking reports share information on learner progress across all curricular areas and effort, behaviour and homework. In addition, reports provide more details about progression through each of the curriculum areas. Further guidance on interpreting the information contained within the written report is included within it. Within curriculum areas, staff will also comment upon a young person's progression in the development of skills and where appropriate literacy, numeracy and health and wellbeing.

Scottish National Standardised Assessments

From December 2017, the Scottish Government is introducing online national literacy and numeracy assessments in Primary 1, 4 and 7, and S3. Through this process, the aim is to enable the teaching profession to have clear standards through which to support their professional judgement of how a young person is progressing and so guide them to their next steps in learning. This link will take you to all the information you need about how this will affect your child.

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

S4-6 Assessment and Reporting in the Senior Phase

S4

Building upon the skills that young people have been developing through the Broad General Education, they now embark upon programmes of study that will lead to formal qualifications at the end of S4. Depending upon the prior attainment of the young person, the level of course will range from SCQF 2 to SCQF 5. Based upon progression through the Broad General Education and National courses, staff target grades with pupils which are shared with parents.

These target grades indicate the expected level of attainment at the end of S4. These targets are carefully monitored throughout the session to ensure that pupils are achieving their potential.

Young people and parents / carers are provided with working grades in all tracking reports which

indicate the current level of attainment. When the working grade is less than the target grade, appropriate interventions in the form of additional support and home study tasks will be provided by the class teacher, Principal Teacher (Subject), Principal Teacher Pupil Support (Guidance) or support staff.

S5 and S6

With focus on attainment at the end of S4, young people will be supported to choose the most appropriate courses for them to study in S5. For the vast majority of young people they will choose their five most successful courses to ensure that there is a clear progression in learning from S1-S5. There will be the opportunity in S6 for learners to broaden out their knowledge and understanding and undertake courses and programmes which they have not previously studied.

Based upon the level of attainment at the end of S4, young people in S5 and S6 will embark upon a range of courses that may include qualifications from SCQF 4 to SCQF 7. In supporting young people to make their choices the priority is to ensure that young people are progressing in their learning and have a curriculum that fully meets their needs.

Looking at prior attainment, staff set target grades with pupils which are shared with parents. These target grades indicate the expected level of attainment at the end of S5/6. Like S4 pupils, S5/6 pupils receive a tracking report following the mock exams in order to provide parents' and carers with the most recent assessment information. Further opportunities to discuss strengths and next steps in learning are provided at the Senior Parent Contact meetings.

Senior Phase Short Reports

All S4-6 pupils receive tracking reports. These reports indicate progress made in the course and provides specific aspects for improvement as the learners prepare for their mock exams in January. A report is issued following the prelims in February which outlines attainment to date, level of presentation in the spring diet of SQA exams and progression pathways for the following session.

Formal opportunities to discuss the progress of your child are offered at the Senior Phase Parent Contact meetings. In addition, Pupil Support Staff are always available to discuss the progress of young people out-with these times.

Support for Pupils

Entitlement to support

All pupils need support to help them learn and develop. The needs of pupils are central to the identification, planning and provision of support at Perth Grammar School. We aim to ensure that support provided is appropriate, proportionate and timely.

Universal Support

All staff at Perth Grammar School take a child-centred approach which promotes and supports wellbeing, inclusion, equality and fairness. All pupils are given planning opportunities to provide them with the right support to allow them to realise their potential for achievement. This support occurs within each classroom and is enhanced through the work undertaken as part of the Personal Support structure.

Tutor Time

All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set

appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. To this end, pupils have 30 minutes of Tutor Time twice a week. Pupils meet with their Tutor Time Teacher to participate in Learning Conversations, reflect on personal achievement, set goals, study, discuss current affairs, develop pupil voice and develop leadership skills.

Targeted Support

Targeted support is any additional focused support which pupils may require for short or longer periods of time to help them overcome barriers to their learning.

For example, a pupil who;

- Is particularly gifted
- Is bereaved
- Is being bullied
- Has behavioural, learning or social communication difficulties
- Has a hearing, visual or physical impairment
- Is a looked after child
- Does not attend school regularly

Very often, the necessary support will be provided by the subject teacher in the class, pupil support and guidance teachers. The Principal Teacher of Learner Support works with all the house groups and class teachers and is responsible for the deployment of support teachers and pupil support assistants. Pupil Support Assistants help staff and pupils to meet learners' needs within mainstream classes or through various targeted support strategies.

Perth Grammar School offers an Intensive Support Programme for pupils experiencing significant barriers to their learning. The decision to support a pupil in this way will be identified as an action within a Young Person's Plan Meeting. At all times, the capabilities of the child are kept foremost while catering for needs, and teaching resources are utilised to encourage the greatest degree of independence in learning, personal management and social activity.

Support is tailored to the individual needs of each person and varies from one to one support, small group work and specialist teaching, customised literacy and numeracy programmes, outdoor learning, health and wellbeing and life-skills programmes. Learner Support staff also work with pupils, parents and teachers at the time of assessments to ensure that pupil's assessment needs are met without compromising SQA competence standards.

Learner Support staff liaise closely with colleagues in all faculties/departments and with agencies out-with school in attempting to meet the needs of pupils. Members of the faculty have acquired considerable experience of specific learning difficulties and place great value on working with parents to support young people at school and in planning the transition to college or university, and the world of independent living and work.

The emphasis throughout Additional Support Needs is in ensuring that all young people receive a broad, holistic, education that helps them to become more resilient learners as well as active and involved citizens in their respective communities. Progress is measured by improvements in self-esteem, confidence, and the capacity of young people to establish, build and repair relationships as well as increased skill levels in core areas of the curriculum and academic attainment.

Identification of support needs

A thorough transition process occurs for pupils with identified needs before they start at Perth Grammar School. The pupil's previous school will invite a relevant staff member of Perth Grammar School to an additional support needs meeting to plan for the transition and to ensure relevant information about individual pupils are shared with staff and any necessary targeted support is put in place.

Perth Grammar School has a robust internal process which allows staff to raise concerns about

any pupil. Parents will be contacted by a member of the Pupil Support Team to discuss and share any specific concern that may require targeted support. Pupil progress is continually tracked and monitored and reported to parents. Where required, pupils will have an Individual Education Plan or Co-ordinated Support Plan and these will be reviewed at Young Person's Plan Meeting.

Information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by Enquire and Reach – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire / Reach offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline – 0845 1232303
- An email enquiry service – info@enquire.org.uk
- Two websites – www.enquire.org.uk (for parents/carers and practitioners) & <https://reach.scot/> (for children and [young](#) people).

Enquire provide a range of information explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'. The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS) <https://www.asntscotland.gov.uk/>.

This service will be provided through a partnership between Barnardo's and The Scottish Child Law Centre. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases, legal representation will be available. For further information on this National Advocacy service please contact the Scottish Child Law Centre:

Telephone: 0131 6676333
Email: enquiries@sclc.org.uk
Web: www.sclc.org.uk

School Improvement

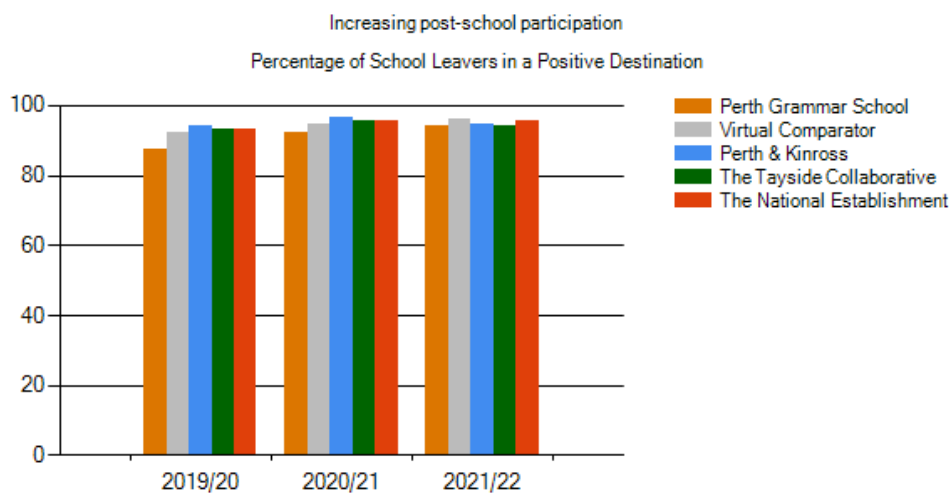
Specific attainment information is available in our Standards and Quality report 2020-21 which can be found here on the school website:

<https://www.perthgrammar.org.uk/School-Improvement/>

As well as this strong and improving academic picture of attainment, pupils in Perth Grammar achieve across a wide range of qualifications and activities. Other opportunities for personal achievement include schemes such as Saltire Awards, Duke of Edinburgh (DoE), ASDAN, leadership awards and the Community Sports Leader Award.

Leaver Destinations

In offering this wide range of opportunities for personal achievement we aim to ensure that all pupils leave school with the right blend of skills, qualifications and attributes that will enable them to take their next step into employment, training, higher or further education.



Plans for Improvement

At Perth Grammar we are committed to improving the experiences and opportunities offered to all our young people so that they achieve their full potential and are equipped with the skills, knowledge and attributes that they will need to flourish as young global citizens. At present we have a very strong focus on raising attainment and achievement.

We welcome the input of parents, pupils and others in the community in helping to shape this change and improvement. This happens in a range of ways including through the Parent Council, the Pupil Council, involvement in school improvement groups, focus group discussions and through regular requests for feedback e.g. questionnaires.

School Policies and Practical

Pupil Dress and Personal Property

Pupils and parents are asked to ensure that young people follow our dress code. There is strong support for a uniform policy in the school. The details of this are shown below:

- Black blazer & badge or black jacket
- White/black shirt or blouse
- School tie
- Black jumper
- Black trousers/skirt/leggings
- Black shoes

If you require support with uniform, please contact the Pupil Intervention Team – PGSPupilAbsence@pkc.gov.uk.

Sports clothes, designer tops, jackets with logos, hoodies, or black jeans are not part of the dress code. Stevensons are the school's uniform supplier for ties and blazers: [School Information \(stevensons.co.uk\)](http://SchoolInformation(stevensons.co.uk))

Health and Wellbeing Kit

All pupils are encouraged to bring a reusable tub with them to Home Economics. Providing they do not eat it first, this will allow them to take their nutritious meals away with them and share their achievements in each lesson with their household.

For Physical Education, we adopt a 100% participation policy here at PGS. We fully expect pupils to attend PE wearing appropriate kit and being prepared to participate in all weathers. In doing so, we ask pupils to wear:

- T-shirt
- Shorts/trousers
- Jumper/waterproof jacket dependent upon weather
- Change of footwear

Pupils are not allowed to wear football colours and young people with long hair are asked to bring a hair bobble to tie their hair up. Jewellery must also be removed and chewing gum disposed of for health and safety reasons.

It is an expectation that young people come to school in their school uniform, regardless of whether they have PE that day or not. Following each PE lesson, pupils are expected to change back into their school uniform.

If a young person cannot take part in PE, we ask that they come to class with a note from their parent/carer. They will then be expected to take up a non-participant role so they can still access the learning.

Should access to PE kit be an issue for any pupil, we have a supply of PGS kit that is washed and dried in the faculty after every use. Pupils and parents/carers can contact us confidentially for more information.



School branded PE t-shirts can be purchased from [Direct Soccer](#).

Details of school clothing grants are available here: <http://www.pkc.gov.uk/clothinggrants>

Mobile Phones and Electronic Devices



We acknowledge that mobile phones, including smart phones and other personal electronic devices, are now commonplace. However, if brought to school they must be used in accordance with the school's 'Acceptable Use' policy for Information and Communications Technology. This now includes a 'Bring Your Own Device' (BYOD) policy. The general rule for classrooms is that phones and other personal electronic devices such as tablets and laptops should be 'off and away' unless a member of staff has specifically requested pupils to use them as part of learning in the classroom. Pupils who disrupt lessons with mobile phones or use them inappropriately will have them temporarily confiscated and contact made with home where necessary. All learning spaces have mobile phone posters which show when they can be used.

Our Anti-Bullying Policy

In Perth Grammar School, bullying of any kind will not be tolerated.

We aim to create a caring, positive environment where everybody respects each other and accepts differences. We encourage all who come to our school to feel good about themselves and to feel part of our school community.

What is bullying? Our definition of bullying has been created in consultation with young people, parents and staff.

Bullying is a form of anti-social behaviour that has no place in this school. Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. It can take many forms.

Bullying can make the victim feel distressed, nervous, hurt or worried. The bully's actions may or may not be on purpose and may involve encouraging others to cause upset.

This type of behaviour involves one person or group having all the power and someone else having none, leaving someone feeling helpless to prevent it or put a stop to it.

Bullying is often motivated by prejudice against particular groups.

Staff, pupils and parents should have an understanding of bullying and clear procedures for reporting bullying should be understood and followed. Incidents of bullying will always be dealt with.

Procedures

- In the first instance speak to a Guidance teacher or a member of the Pupil Support Team. They will deal with the bullying and may need to involve a member of the Senior Leadership Team.
- It is advised that parents/carers speak with school staff and do not approach any other child/adult who they believe to have been involved.

- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

How do you know if your if a child is being bullied?

The person might seem quiet, scared, tearful or upset. The victim might start missing school or might not want to join in with activities. Their schoolwork might suffer and possessions might go missing and items may get broken.

How do bullies behave?

Bullies like to have power over people. Bullies are often loud and bossy. Sometimes they work alone and sometimes in groups. Bullies try to scare people. Often, they are very cowardly and try to persuade others to join in with them. Bullies often spread rumours about people.

What to do if you are being bullied (pupils)

Don't suffer in silence.

Your silence is the bully's greatest protection.

1. Tell someone you can trust – Parent, carer, friend, teacher, teaching assistant, janitor. Your Guidance teacher needs to know so that he or she can sort it out.
2. Try not to show the bully you are upset.
3. Stay in a group and avoid areas where bullying can take place.

What to do if you think someone is being bullied or if you see bullying taking place.

1. Tell an adult – parent/member of staff, remember: silence is the bully's greatest protection. You are not telling tales. In the case of a member of an adult being bullied, inform Head Teacher or line manager.
2. If possible, act. Show your disapproval. Take responsibility – be a good friend/colleague.
3. Don't stand by – this will be interpreted as support for the bully.

Our school commitment to the Mentors in Violence Prevention (MVP) requires all members of our school community to act when another person is coming under attack.

Attendance and Punctuality

Pupils must attend school unless prevented by their own illness. If a pupil is likely to be absent through illness, parents are asked to phone the pupil absence line (**01738 472888**), report it using the Perth Grammar School app or email PGSPupilAbsence@pkc.gov.uk. Information will be passed to a Pupil Care and Welfare Office and Guidance Teacher of the relevant house. Parents who wish their child excused from school for reasons other than illness should send an email or note to the Guidance Teacher asking for permission ahead of time. An unexplained absence will result in a groupcall SMS sent to the parent in the morning and again in the afternoon if there has been no response.

Visits to doctors/dentists/hospital should be made out-with school hours when possible. Where this cannot happen, the pupil should bring his/her appointment card or a note from a parent to the Guidance Teacher who will issue a leave of absence slip for the minimum period of time needed for the visit.

An absence note explaining the reason for absence must be brought to the Pupil Care and Welfare Officer, Guidance Teacher or Personal Support Teacher immediately on return to school. This is necessary for school records even if there has been contact with school during an absence.

Pupils are expected to be punctual in the morning and after lunch as well as to/from lessons. Punctuality will be tracked, and consistent lateness may require pupils to give Time Back so that missed work or tasks can be completed, Parents/carers will be notified if their child is identified for Time Back. An unexplained absence will result in a text message home and a Pupil Care and Welfare may also phone the parent/carer contact. It is important that quick contact is made with parents over unexplained absences. A visit to the home may be made in relation to attendance. Further official procedures may be taken when a pupil has many unexplained or unwarranted absences. For full information on attendance please see the Perth and Kinross Council website: <http://www.pkc.gov.uk/article/17427/Attendance> .

ParentPay

Perth Grammar School is currently cashless and uses an online system for all payments called ParentPay www.parentpay.com

ParentPay activation letters are issued to all young people joining the school, however if you require an additional copy, please contact the school office. The school office can also help if you are having difficulty logging on for the first time.

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 will issue you with a PayPoint barcode for each individual payment item, which allows you to pay at any participating store. Our nearest store is the Co-op, Argyll Road and ASDA, Dunkeld Road. A full list of PayPoint locations can be found at: <https://www.paypoint.com/en-gb/consumers/store-locator>

Parents Portal

Parentsportal.scot is a digital service to help replace the traditional school bag run by providing direct communication to parents and carers through a growing selection of online services - [parentsportal | parentsportal.scot](http://parentsportal.scot) As parentsportal.scot is securely linked to your myPKC account; it also makes it a one-stop-shop for digital services already available in Perth and Kinross.

Parents Portal is the system used to send you your young person's progress reports, view their timetable and attendance along with the function to update your contact details.

Arrangements for Emergency Closures

If weather conditions deteriorate rapidly or due to events out with the school's control, there may be a requirement to close the school. Under such circumstances we will arrange for pupils using school transport to depart early.

If the school is closed, a text message will be sent to all parents/carers informing them of this.

In the event of severe weather which causes the school to close before the start of the school day we will communicate this information to you in the following ways:

Radio Tay FM96.4/AM1584 may be used to broadcast information from time to time, particularly between 7 am and 8 am.

Heartland FM – FM 97.5

Perth & Kinross Council Information Line – 0845 3011100, but this may not be operational before 8.45am.

