

Pitlochry High School



School Handbook Academic Session 2025-2026



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
 - Nursery
 - Primary
 - Secondary
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer

Introduction

This handbook has been produced to welcome you, both parents and children, to the Nursery, Primary or Secondary of Pitlochry High School. Here at Pitlochry High School, we value Respect, Inclusion, Nurture and Success. These are not merely words, but more the way we choose to live. You will, I know, find the School a welcoming and friendly environment. All staff are committed to providing an atmosphere where everyone is helped and supported to do their best, both in class and outside the classroom.

As a school team we endeavour to ensure that children achieve their full potential. We strive across all areas of our school to provide a positive, exciting, and caring place to learn. You, as parents, are also committed to getting the best for your children. It is therefore vital that we should all, parents, teachers and pupils, work together to make sure that by the time the pupils leave us, they have achieved success across learning, life and work. There are a number of ways in which you can play a key part, in partnership with the School, to bring this about. Keeping a regular check on schoolwork, attending parents' meetings and joining the Parent Council are some of the best ways of not only keeping in touch, but of contributing to the life of the School.

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

The information contained in this handbook is correct at the time of going to print in December 2024. It is possible that some information in this handbook, particularly relating to course choice and curriculum, may change before the beginning of session 2025/2026. All such changes which affect your children will be notified to you.

Mrs E Liney
Headteacher

Session 2025/2026

Delineated Area

Pitlochry High School is a combined Nursery, Primary and Secondary non-denominational, comprehensive All Through School providing education for Nursery, Primary and Secondary pupils up to the end of S4. The present building was opened in 1976 and it is situated on the eastern side of the town on East Moulin Road.

The Nursery was completely rebuilt and refurbished in 1995 and provides a modern, bright and spacious environment for our Nursery children.

The Primary department comprises of two large open plan areas which accommodate early education and upper Primary respectively. Outside, children in Primary have the benefit of both a tarred area and a playing field.

The Secondary department is housed in a two-storey block and again pupils have the benefit of both a hard surface area and a playing field outside.

All parts of the building are in a good state of repair and the internal environment is bright and well maintained.

Pitlochry High School serves the town of Pitlochry and its immediate surroundings and the nearby village of Killiecrankie. Logierait Primary and Blair Atholl Primary are the associated Primary schools and pupils from these schools would join us in S1.

Current Roll 41 Nursery
 185 Primary
 128 Secondary

Contact Details

School address: Pitlochry High School, East Moulin Road, Pitlochry, Perthshire PH16 5ET

Telephone No: 01796 474666

Absence Line: 01796 474699

Email: **Pitlochry@pkc.gov.uk**

Website: <https://www.pitlochryhighschool.com/>

Twitter: www.x.com/PitlochrySchool

Pitlochry High School aims to deliver the highest quality education to all of its pupils. In order to do this, we value the role of parents in giving us information and feedback which helps us improve our service.

If you wish to make a comment or complaint about any aspect of the work of the School you can:

- write to the Headteacher
- telephone the Headteacher
- e-mail the Headteacher

Contact with Pitlochry High School – Absences

Stress is placed on the importance of regular attendance and punctuality. Parents should telephone the school on 01796 474666 or 01796 474699 (absentee line) to indicate the reason for absence by 9.30am on each day of absence.

Senior Management Team

Headteacher	Mrs E Liney
Depute Headteacher – Support	Miss A Mitchell
Depute Headteacher – Primary	Miss L Mair
Business Manager	Mrs J Wrightson
Principal Teacher – Pupil Support	Mrs G Rae
Principal Teacher – Primary	Mrs B O'Connor

Office Staff

Mrs T Thomson
Miss D Dow
Mrs S Cameron
Miss L Moyes (Mon/Tues/Thurs/Fri)

Janitorial Staff

Mr S Sherriffs
Mr G Dick

Nursery Staff

Nursery Teacher	Mrs B O'Connor
Senior Early Childhood Practitioners	Mrs M Mullin Mr C Wallace
Early Childhood Practitioners	Miss C Stewart Mrs C Meldrum Miss J Connelly Mrs J Sheath Miss K Spaven Mrs C Shaw Mrs H Sanderson
Peripatetic Early Childhood Practitioner	Ms K Hobson
Early Childhood Practitioner P1	Miss S Taylor

Pupil Support Assistant	Mrs F Robertson
Play Assistants	Mrs A Coughlan Mrs L Morrison-Rhodes

Primary Staff

Primary 1	Mrs S Callaghan/Mrs Barrie
Primary 2	Miss L Anderson
Primary 3	Mrs V Mollison/Mrs Barrie
Primary 4	Mrs C Stewart/Mrs Barrie
Primary 5M	Mrs C McNab
Primary 5S	Miss C Shea
Primary 6	Ms A Campbell
Primary 7	Mrs M Cardew

Support for Learning Teacher	Miss A Kinney
Area Support Supply Teacher	Mr M Preuss (Thursday)

Primary PE	Mrs L Leck
Primary Music	Mrs L Mclvor
Primary Art	Mr J Maitland

Primary Pupil Support Assistants	Miss S Provan Ms J Hayward Ms A Lyons Mrs S Taylor Mrs C Morrison Mrs L Bell
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Primary School Support Worker	Mrs E Rutherford
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Lunchtime Supervisors	Mrs S Cameron Miss L Moyes
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Secondary Staff

English and Modern Languages	Mrs C Brown, PT Faculty Languages Mrs G Martin
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Social Subjects	Miss S Robertson, Principal Teacher History/Modern Studies Mr K Delahunt, Geography/Modern Studies
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Maths	Mr J Wrightson, Principal Teacher Mr J Craik
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Modern Languages	Mr G McKenzie Mrs R Batwaula
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Science	Mr G Leck, Principal Teacher, Biology/Chemistry Dr T Lake, Physics/Science
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Technical Subjects	Mr P Cairns, PT Faculty Design and Technology
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Home Economics	Mr K McGale
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Computing Studies	Vacancy
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Art & Design	Mr J Maitland
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Physical Education and Health and Wellbeing Faculty	Mr G Lavery, Acting PT Faculty Health and Wellbeing Mrs L Leck
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Instrumental Instructors (in Music Department)

Mr G Seith - Brass

Mr G Bathgate – Percussion

Mr L O'Hare – Piano

Mr O Nicholson – Guitar

Ms R Steele – Cello

Mr J Whiteman – Vocals/Strings

TBC – Woodwind

Support for Pupils (SFP)

Mrs G Rae, Principal Teacher Pupil Support

Mrs J Pearson, Teacher

Mr G Brown, Pupil Support Assistant (P/T) and

Pupil Care and Welfare Officer (P/T)

Ms M Beaton, Pupil Support Assistant

Mrs A McCabe, Pupil Support Assistant

Technicians

Mr D Oliver

Mr B Reed

Community Link Worker

Ms P Doran

Community Learning Assistant

Ms K Janusiewicz

Learning Resource Centre

Senior Assistant

Mrs M Sherriffs

Assistant

Mrs H Radford

Lifelink Counsellor

Ms G Paterson

SDS Careers Advisor

Ms G Sinclair

DYW Project Officer

Mrs B Beecroft

Attendance

It is every parent's duty to ensure that if their child is of school age, they attend school regularly.

Excellent attendance at school is important to allow children and young people to fulfil their potential and for them to have the best possible start in life. Perth and Kinross authority aspire for 100% attendance for all our children and young people and are committed to improve attendance and expect attendance of 97% in primary and 92% in secondary. Where attendance drops below these thresholds there are clear next steps and procedures we must follow.

The School asks parents to telephone the office on 01796 474666, or 01796 474699 (absentee line), to explain the reason for absence on each day, by 09.30am, and indicate when the pupil is likely to return. The school will telephone the home on each day of absence if no reason has been notified to the school.

It is important that the School is assured that parents are aware of their child's absence and that the reason is genuine.

No child should be in school before 08.30am for any reason and preferably not before 08.45am, unless by prior arrangement

Leave of Absence

Notifications for leave of absence for pupils must be made by parents to the Headteacher in writing.

Parents must make every effort to support the school by confining holidays to school holiday periods.

All families taking children out of school in term time will be sent a Perth & Kinross Council policy leaflet - [Family Holiday Leaflet.pdf](#). This clearly states that such action by parents is not acceptable practice, and that the absence will be marked as unauthorised. Please note that no work will be provided for a child whilst on an unauthorised absence.

Sickness

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

Health Care

Pupils will receive a series of visits from medical officials for the purpose of health, hygiene and dental care.

Parents are requested to inform the school office if their child has a medical problem which has an educational bearing, e.g. vision, hearing or speech difficulty or a medical condition requiring special attention by the school. A referral to the School Nurse can be requested. NHS Tayside also provide an Advice Line for parents and carers covering Speech and Language Therapy, Occupational Therapy and Physiotherapy on 01382 740317.

If pupils need to bring medicine to school, whether or not it needs to be supervised by a member of staff, parents MUST complete an information/consent form which is available from the office. Members of staff are not permitted to supervise medicine without this written clearance.

Complaints

Pitlochry High School seeks to work with parents and operates an open-door policy. We welcome parents' queries, concerns or complaints and will deal with these sensitively and timeously. Formal complaints should be put in writing and addressed to the Headteacher. A formal complaint will be acknowledged within 48 hours and responded to within five working days.

New Pupils

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

Communication with Parents

Pitlochry High School works in partnership with parents and welcomes all contact with parents, both formally and informally.

Methods of contact with the home include parents' evenings, parents' information evenings, website, phone calls, letters, email (preferably through ParentPay), use of homework diaries, report cards and newsletters, as well as visits to teachers and classrooms.

In Nursery and Early Years we welcome parents at the start and end of the session every day. We hope parents will share with us all information which can be used to support pupils in their development.

Further information can be found in our [Pitlochry High School Communication Policy](#)

Visiting the School

Parents are welcome to visit Pitlochry High School to seek information or to discuss problems and arrangements will always be made to suit them. General information can, of course, be obtained at the office.

Parents should contact Mrs Liney (Headteacher), Miss Mair (Depute Headteacher Primary), or for our Secondary, Miss Mitchell (Depute Headteacher), or Mrs Rae (Principal Teacher Support for Pupils).

Parents are asked not to make direct calls to members of staff on any matter unless by arrangement. The principal reason for this is to avoid interruption of classwork.

Answers to straightforward questions will be conveyed to parents by the office staff when the required information has been obtained from the teacher.

The School encourages parents to make early contact to resolve any difficulties or answer enquiries. By working together, the School and home can act in the best interests of every pupil in school.

School Ethos

Pitlochry High School aspires to provide high quality learning experiences appropriate to each individual, nurturing and supporting all to develop to their maximum potential.

Our Values are:

- Respect
- Inclusion
- Nurture
- Success

Our Expectations are:

- Safe
- Ready
- Respectful

Our Vision is:

'Learning and Growing Together.'

We recognise the attainment and wider achievements of all our pupils. These we celebrate at assemblies, in newsletters, on notice boards and our annual prize-giving. We hope parents and pupils ensure we recognise achievements gained out of school as well as those in school.

Pitlochry High School values the support and help from all in the community and works in partnership in order that both the School and community benefits. Below are some examples of how we link.

In school:

- parents and members of the school community supporting an extensive range of classroom and whole school activities;
- Parent Council taking forward issues pertaining to the school community;
- school community café held termly and includes support from the Fairtrade group;
- employers supporting the work experience preparation with our S4 pupils;
- volunteer coaches supporting school pupils and encouraging moves to local sports clubs e.g. badminton, football and rugby;
- support from our Chaplains;
- support from Rotary;
- support from our parents and community partners in our eco projects and topic work.

In the local community:

- visits to local businesses;
- visits around the community;
- local employers providing work experience placements for our S4 and for other pupils with specific personal learning plans;
- prize-giving celebrated at Pitlochry Festival Theatre;
- our LRC staff liaising with the local library and cluster schools
- our PE staff accessing local facilities e.g. Atholl Leisure Centre, local hotel tennis courts and swimming pool;
- bands, musicians and choirs playing within the community;
- art work displayed in venues in town;
- supporting Pitlochry in Bloom projects.

Examples of links from beyond the school community:

- book festivals;
- authors visits;
- use of local resources and attractions to enhance the curriculum;
- support from the CITB for our annual Rapid Response Engineering Challenge activity;
- activity days including skiing and mountain biking;
- Highland Perthshire Cycle Group;
- Youth Philanthropic Initiative and Gannochy Trust;
- supporting a range of charities e.g. CHAS, Shoebox Appeal, Ragbag, Macmillan Cancer Support;
- Academy 9;
- Pitlochry Festival Theatre.

We are always keen to work with the community and welcome suggestions for our mutual benefit.

Parental Involvement

Parent Forum

All parents with children in school are members of the Parent Forum. As a member of the Parent Forum you can expect to:

- receive information about the school and its activities;
- hear about how the school will develop its partnership with parents;
- be invited to be involved;
- identify issues you wish the Parent Council to work on with the school;
- work in partnership with staff;
- enjoy taking part in the life of the school;
- be asked your opinion on issues relating to the school and learning and teaching.

Parent Council

The Parent Council is a group of parents who represent all parents of children in Pitlochry High School.

Also on the Parent Council are teachers, local councillors, community representatives and pupils.

Any comments you wish to make should be put in writing to the secretary at the school address.

Current Membership of the Council

Chair – Daniel Walker

Vice Chair – Kirsty Gowans

Treasurer – Caro Middlemas

Secretary - Alicia Walker

Sub-Committee

Fiona Rollo, Linda Sinclair, Shona Rollo

Parent Members

Stacey Ives, Charissa Foster, Emma Stewart, Agnes Pyka, Anne Lehmann, Beth Wright, Elaine Torrance, Gemma Riches, Holly McNaughton, Joan Hayes, Julia Harriman, Laura Gray, Lydia Morrison, Michelle McAndie, Nicole Robertson, Rona Menzies, Tracey Stewart, Vicky Randall, Ruth Alexander, Liz Pankhurst, Donna Hepburn, Leisa Dick, Amanda Davies

Staff Members

Elaine Liney, Headteacher, Lorna Mair – Depute Headteacher Primary

School Captains, or Pupil Council, invited to attend as appropriate

Councillors

Provost Xander McDade, Bailie Mike Williamson and Councillor John Duff

Find us at <https://www.pitlochryhighschool.com/ParentCouncil/Members-and-Contact/> and on Facebook at Pitlochry High School Parent Council.

Transitions

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

- Nursery to P1
- P7 to S1
- S4 to S5 or to college/employment

Starting Nursery

In Nursery regular liaison takes place including joint meetings, visits by staff, open dialogue and exchange of information posters. This also includes a stay and play for children and their parents in the Nursery induction period.

From Nursery to Primary

In transition to P1 there are joint curriculum planning meetings and teacher transition meetings, prior to starting school. The nursery pre-school children visit the P1 classroom in small groups on a rotational basis with a member of nursery staff to support them. There is a teacher/parent induction evening where information is shared before starting school and information and pictures are shared on J2E app for nursery children to get to know their new teacher. A move up morning is available for all P1's to visit their class for 1hr prior to starting school.

Transition between Primary Classes

In order to support all pupils with these transition stages our Nursery and P1-6 pupils have a 'move up' morning with their next teacher in Primary. Information and transition notes for each child is passed on to the receiving teacher through a transition discussion meeting. There are further informal meetings arranged in term 4 which are arranged between the class teachers.

From P7 into S1

A programme of Transition Events is organised annually for all P7 pupils from our Cluster, culminating in a two-day induction programme in June.

Liaison between Primary staff, their Support for Learning department and our Secondary Support for Pupils department takes place during P7. Mrs Radford, one of our School Librarians, works weekly with our feeder primaries and all P7 pupils will meet the Secondary SfP team prior to the two-day induction programme. Parents are introduced to the SfP team at the welcome evening also held during the two-day induction programme.

Additional planning and support takes place throughout the year for any pupil requiring an enhanced transition.

Transition Post 16

S4 preparation for Post 16 transition includes Work Experience for all pupils, opportunities to experience college taster courses (where relevant), opportunity to attend a Careers Fair, and Skills Development Scotland Adviser input, particularly for anyone not moving on to Breadalbane. This includes support in identifying and applying for college courses or employment. This is co-ordinated through our '16+' meetings where pupil final destinations are tracked.

From S4 to Breadalbane Academy

In general, most of our pupils continue with their education post S4 at our partner school, Breadalbane Academy. Throughout Secondary there are opportunities for our pupils to take part in activities with their peers from Breadalbane.

In the final S4 year the liaison process for pupils and their parents includes:

- an invitation to parents and their children to meet the SMT at Breadalbane and tour the campus;
- pupils visit Breadalbane Academy to meet the staff and sample the curriculum;
- Breadalbane SMT attendance at S4 parents' evenings;
- Breadalbane Guidance staff interviewing pupils for subject course choice in Pitlochry High School with parents in attendance if requested;
- liaison with Breadalbane Academy SFL team;
- on-going links with our Community Link Worker and Skills Development Scotland link who work in both schools.

Transition for pupils with Additional Support Needs

For pupils identified as having additional support needs there is an extended transition period set to enable the handover of information and allow for appropriate planning for the individual, their family and the class teacher(s). This will often include a child plan meeting for the child. Timing of meetings will relate to the needs of the individual and might include additional informal visits to the receiving school and individual classes and departments.

Prior to P7/S1 induction Secondary SfP staff will meet with cluster school teachers to discuss transition and possible support needs and in S4 the transition meeting invitations might include our Social Work Colleagues in Adult Learning, Education Psychologist, employers or college representatives and any other agencies involved with the pupil. Where a pupil requiring additional support transfers from another school mid-session a meeting would be arranged within a very short time scale to allow this to happen as quickly as possible.

In the Secondary department specific information relating to pupils with ASN is made available to all members of staff by the Support for Pupils team before the 2-day induction in June and then again after the summer break. This type of information is updated on an on-going basis.

Useful contact details:

- Miss A Mitchell DHT Pitlochry High School;
- Mr Martin DHT Breadalbane Academy, tel: 01887 822300, Breadalbane@pkc.gov.uk
- Ms Gail Sinclair, Skills Development Scotland, gail.sinclair@sds.co.uk

Support for Pupils Leaving School

Our Skills Development Scotland Coach is introduced to all S4 pupils and throughout the Personal and Social Education programme will talk to all of them about Career Management Skills, the SDS website 'My World of Work' and how to access other information regarding Post 16 options.

For those pupils considering leaving school at the end of S4 there will be a more intense programme of support including preparation of CV's, application form completion and how to access funding including possible grants and bursaries.

Where it is known that a child will require additional support for the Post 16 transition the SDS Coach will be involved in the young person plan meetings prior to S4 with a view to supporting the family beyond the end of S4. Other stakeholders include our Social Work colleagues in Adult Learning, Education Psychologist, employers or college representatives and any other agencies involved with the pupil.

The destinations of all pupils are monitored through our school '16+ meetings' that includes a range of support agencies.

How to access further information/useful contact details:

- Ms G Sinclair, Skills Development Scotland, gail.sinclair@sds.co.uk
- Skills Development Scotland website - <https://www.myworldofwork.co.uk/>

The Curriculum

Nursery

At Pitlochry High School Nursery we offer 1140 hours and are open from 08:00-18:00, 45 weeks a year.

Maximum available spaces – 56.

Admission - the catchment area for the Nursery is the town of Pitlochry, villages of Killiecrankie, Logierait, Straloch and the surrounding rural area.

Pitlochry High School Nursery is registered with the Care Inspectorate, who inspect our provision annually. You can access a copy of the latest inspection report from the School office. The Care Inspectorate makes sure that care services meet the National Care Standards so that people who use care services get the quality of care they are entitled to. They deal with complaints or supply further information. You can contact them at:

Care Inspectorate Office
Compass House
11 Riverside Drive
Dundee, DD1 4NY
Telephone: 01382 207100
National Telephone: 0345 6009527
Website: <https://www.careinspectorate.com/>

To apply for a place at Nursery, please contact the school office on 01796 474666 or follow the link below

[Register for a local authority nursery place for school year - Perth & Kinross Council](#)

Pitlochry Nursery also has a provision for some 2 years old children, Strong Starts, whose parents meet certain benefits criteria. Now included in 1140 hours, eligible children will join our Strong Start programme and will be able to access a maximum of five sessions. Please check the following link for criteria.

[Funded early learning and childcare for 2 year olds \(Strong Starts\) - Perth & Kinross Council](#)

It may take a little while for your child to settle into Nursery, so please be prepared to stay with your child until he/she is settled and happy to be without you.

Educational experience in the early years should:

- develop children's understanding and value of themselves and others;
- enable children to acquire and build on knowledge, skills and attitudes in a planned learning environment;
- provide opportunities for children to express feelings, opinions and ideas;
- foster an enthusiasm and appetite for learning;
- promote independence by offering children the freedom and flexibility to take responsibility and make choices;
- maximise the unique opportunity to develop relationships with the family and the community.

In Nursery, we follow the Pre-Birth to Three Curriculum and the Curriculum for Excellence Early Level. Central to this is the Wellbeing Wheel. This simply means that we are working in partnership with parents and carers to make sure that the children are safe, healthy, active, nurtured, achieving, respected, responsible and included. (SHANARRI for short).

The staff manage the Nursery as a team and therefore they divide the children into groups for observing and assessment procedures.

Information - all information is placed on noticeboards, so please make sure that you read things daily to find out about any activities taking place in the Nursery. We use J2E to post messages and updates of pupil learning.

Emergency closure - if weather conditions are poor and deteriorating please phone the office prior to setting out. If Pitlochry High School has to close during the day you will be contacted. Please make sure we have an emergency number or, where relevant, the number of your place of work.

Library - Each week your child will be given the opportunity to bring home a library book from Nursery.

Research has shown how valuable early experiences with books can be. Through sharing and enjoying stories with your child you will be helping to develop early literacy skills so necessary for learning to read.

Clothing - please send your child in clean, sensible, but not 'Sunday best' clothes. Remember, he/she will be painting, playing with water and sand, running and climbing outside etc and although we do provide suitable aprons for art and snack helpers, accidents do happen. Please also provide slippers or indoor shoes when your child comes in boots. Where possible make sure that the clothes will give him/her freedom to become involved in all activities. Please avoid very tight trousers, braces etc and ensure that in cold weather suitable footwear and coats are worn.

Children have free flow access to outdoors every day, so outdoor clothing is essential everyday including hats/gloves/jacket/waterproofs and boots. Please mark all clothes with your child's name. Biro on a label will suffice. If you could also provide a spare set of clothing to leave in nursery should we need it and particularly in case of an accident.

In case your child has an accident, we ask you to provide a spare set of clothes. Please bring these on your child's first day and put it on their peg in the cloakroom. Parents are encouraged to discuss children's toileting needs prior to entry.

Parents in the Nursery - if you wish to spend some time in the Nursery you will be most welcome. You do not need to have any special talent (musical, artistic). We hope that some of you, mums, dads, grandparents and carers, will be free to join us. Please do not worry if you cannot visit because of other commitments. We are sure you can help in some other way.

The Nursery receives support from other agencies within the community when this is required:

- the Speech Therapist;
- the Educational Psychologist, Occupational Therapist, Physiotherapist, School Doctor and Pre-school Health Visitor are all available;
- there are Dental and Vision visits to Nursery once a year.
- the Community Police Officer.

Nursery objectives - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included:

- to provide a safe and nurturing environment in which children can feel happy, secure, included and respected;
- to encourage the emotional, social, physical, creative and intellectual development of children;
- to promote the health and welfare of children;
- to encourage positive attitudes to self and others, and to help develop confidence and self-esteem;
- to create opportunities for learning through active play, indoors and outdoors;
- to encourage children to explore, appreciate and respect their environment;
- to provide opportunities to stimulate interest and imagination, motivating children to achieve;
- to extend children's abilities to communicate ideas and feelings in a variety of ways.

Insurance - the Authority insures against its legal liability for

a) accidental personal injury,

or

b) loss or damage to property of third parties.

Parents are advised that no insurance cover is maintained for circumstances in which Perth & Kinross Council does not have a legal liability. Parents may wish to consider their own insurance arrangements. We hope that your child will have a happy time at Pitlochry High School Nursery. Please remember, if you have any query, no matter how small, do not hesitate to contact us.

Primary Curriculum

The Curriculum at Pitlochry High School we aim to prepare our pupils with the skills for life, learning and work that they will need for their future in our fast, ever-changing world. Curriculum for Excellence gives a clear structure through which we can help pupils develop into confident adults, successful learners, responsible citizens and effective contributors to society.

Through Curriculum for Excellence, every child is entitled to a broad general education. Their learning opportunities will enable them to acquire a depth of knowledge and skills that will help equip them for their future within a world of work, in which new jobs and skills bases that do not yet exist may be required. The learning experiences we deliver offer all pupils the opportunities for personalisation and choice, with planning and tasks helping pupils to make connections and links in their learning. All pupils will have opportunities to enquire and find solutions, make sound judgements and challenge opinions. Activities are structured so that all pupils work at a pace from which they are able to develop, with challenge and consolidation built in to extend and review learning as and when appropriate.

Curriculum for Excellence delivers learning outcomes through eight main subject areas:

- Expressive Arts;
- Health and Wellbeing;
- Languages;
- Mathematics;
- Religious and Moral Education;
- Sciences;
- Social Studies;
- Technologies.

Pupils from Nursery to Primary 7 follow these core subject areas which detail the knowledge and understanding, skills, capabilities and attributes we hope they will develop. These subject areas allow learners and teachers to have the freedom to think imaginatively about how learning opportunities might be organised and planned for in creative ways which encourage deep, sustained learning journey.

Inter-disciplinary learning offers a context for pupils to be inspired, stretch and be motivated in their learning. Making connections with other areas of learning, grouping experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Through revisiting a concept or skill from different perspectives deeper understanding, more coherent and meaningful learning can take place. Interdisciplinary studies can also take advantage of opportunities to work with others who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society. Important themes such as enterprise, citizenship, my world of work, sustainable development, international education and creativity are developed in a range of contexts. Learning relating to these themes is therefore built into the experiences and outcomes across the curriculum areas. This approach reduces the need for other layers of planning across the curriculum.

At Pitlochry High School we take great pride in the variety of learning opportunities pupils experience across the course of an academic session. These are planned around clear purposes and can take the form of individual one-off projects responding to a significant event or longer courses of study. They support the use and application of what has been taught and learned in new and different ways and provide opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project. Clear connections with literacy, numeracy and health and wellbeing across learning are key to each learning context, including developing global citizenship, financial education and taking part in outdoor learning.

Our learners are actively involved in all aspects of their learning journey through co-operative learning, taking part in challenging, thought-provoking tasks and developing their critical thinking skills.

Pupils work with their teacher at the start of each term to plan their learning, putting their ideas and their voice on the table. We offer outings into the local community to help promote active citizenship and raise awareness of positive community partnerships. Educational outings also support learning

in the classroom setting, offering learners different opportunities to transfer their knowledge and skills. Pupils can take part in a residential trip during their Primary 7 year where independence and adventure promote successful learning and develop confident individuals.

In our school we are committed, both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This is undertaken in partnership with parents and takes account of the individual needs of pupils and the views of parents. We welcome and encourage diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a long-term aim that each pupil will be able, in due time, to make their own response to what they have learned and be better prepared to think out the issues confronting them after they leave school. We encourage all who are involved in the life of our school to act in a considerate and respectful manner towards others.

Through our Religious Education Programme we aim to offer a non-denominational approach, yet bring the pupil into an awareness of the religious dimension of life with particular reference to Christianity as a basis of our culture.

We aim to make children aware of other world religions throughout their time in our Nursery and Primary Department.

All religious and moral education, however, is not achieved through the content in the formal curriculum, but much is achieved by perception and example within the school and by the creation of a secure and trusting relationship between pupil and school. In line with guidance from the Scottish Government we hold at least six assemblies per year which give the opportunity for religious observance, in addition to the regular assemblies which celebrate the week-to-week life of the school. These assemblies are non-denominational, inclusive and built on Scotland's strong Christian traditions as well as promoting the understanding and acceptance of other faiths and beliefs. They provide opportunities to reflect on the spiritual and moral dimension to life in our multi-faith world.

Learning in Health and Wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future. Through our Health and Wellbeing programme we aim to support pupils to develop self-awareness, self-worth and respect for others. We will offer pupils opportunities to meet challenges, manage change and build relationships.

Pupils will develop their understanding of physical, mental and spiritual wellbeing and develop their social skills. We aim to involve parents in the planning and delivery of Relationships, Sexual Health and Parenthood Education in Schools and we will continue to do this in a variety of ways including, home activities to complement classroom delivery and parent question and answer booklets, which you will find on our school website. Where a class will be discussing sensitive aspects of this curriculum area, information can be discussed with the class teacher giving a brief overview of the learning areas that will be covered. This information can also be found on our school website in the class areas.

As a Health Promoting School, we will offer pupils opportunities to participate in a wide range of activities which promote a healthy lifestyle, learn about where to find help and resources to inform choices. These opportunities are on-going throughout the school year.

We are working to further improve and enhance opportunities for parents to be involved in their children's learning. This is done through a class app where parents/carers can see their child's learning and comment on their work. This strengthens the home/school link and supports learning at home. We also offer information evenings and written reports twice a year.

We are working with the Parent Council to involve our Parent Forum in organising informative workshops, more opportunities to explore their children's learning in school and develop a record of learning for pupils. Further information about these developments will be detailed by the Parent Council.

Primary Assessment & Reporting

As pupils move through Curriculum for Excellence, their progression and development are monitored and recorded using the following levels as expectations.

All aspects of assessment are an integral part of Learning and Teaching, involving staff and pupils gathering, reflecting on and evaluating learning. This allows staff and pupils to check on progress and

identify next steps in learning. This will relate to planned learning experiences as well as those arising from pupil choices in their learning and has the flexibility to meet the needs of all learners.

We monitor pupil progress through continuous assessment as part of Assessment is for Learning. This is done through a number of assessment techniques including discussions, practical tasks, NSA data, specific assessment tasks and on-going evaluation of daily work.

Learners are actively encouraged to reflect on the impact of their learning, where their next steps lie and what skills they have been unitising through a learning experience. This personal reflection is recorded in Learning Logs, Learning Journey booklets, class books, personal diaries and J2E app. Parents are also actively encouraged to share their reflections.

Records of work covered and pupil attainment are kept by class teachers and are largely made up of tracking sheets, classroom assessments, annual reports, information passed on from a previous school and Individual Education Programmes or Personal Learning Plans.

Each session, we have two Parent Contact evenings, these will be held in November and February. Parents are invited to come and discuss their child's progress, but we have an open-door policy and parents are welcome at any time to come and discuss progress. We would encourage contacting the school to make an appointment for longer discussions.

You will receive an end of term written report in June, detailing strengths and development needs in literacy, numeracy and health and wellbeing. The report will give clear, positive feedback about a child's learning and progress. It also provides indicators of next steps in learning, which are used as a discussion point for learners and their teachers. Please complete the two stars and a wish page and return to the class teacher.

In Primary 7, pupils also complete a personal profile. This is a reflection tool for pupils to use to detail their achievements, both in school and at home, throughout the year as well as detailing their personal skills. Pupils will use these as they move into Secondary Education as part of their transition.

At all times, we aim to ensure all aspects of assessment are fluid and responsive to the needs of all learners and provide a stepping stone to supporting progression and achievement.

Secondary Curriculum

Broad General Education (Until the end of S3)

This curriculum has the learner at its heart and supports all young people to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

All children and young people are entitled to experience:

- a coherent curriculum from 3 to 18;
- a broad general education, including well planned experiences and outcomes across all the curriculum areas, this should include understanding of the world and Scotland's place in it and understanding of the environment;
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities;
- opportunities for developing skills for learning, skills for life and skills for work;
- opportunities to achieve the highest levels they can through appropriate personal support and challenge;
- opportunities to move into positive and sustained destinations beyond school.

Experiences and outcomes set out expectations for learning and development in:

- Expressive Arts;
- Languages and Literacy;
- Health and Wellbeing;
- Mathematics and Numeracy;
- Religious and Moral Education;
- Sciences;

- Social Studies;
- Technologies.

Curriculum levels describe progression and development.

The courses are designed to ensure pupils experience:

- challenge and enjoyment;
- breadth;
- progression;
- depth;
- personalisation and choice;
- coherence;
- relevance.

The experience and outcomes under Curriculum for Excellence are at five levels:

- 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/Fourth – S1-S3, but earlier for some, the fourth level broadly equating to SCQF level 4;
- Senior Phase – S4-S6 and college or other means of study.

During the Broad General Education pupils will cover:

English, Mathematics, Modern Languages, Science, Social Subjects (History/Geography/Modern Studies), Home Economics, Technical, ICT, Art & Design, Music, Physical Education, Religious Education, Personal Social Education and Skills for Learning, Life and Work.

In S3 we have developed a curriculum that allows for more personalisation and choice. In S3 pupils choose 10 subjects to study then at the end of their Broad General Education they choose seven that they will take forward to National Qualifications.

English

Pitlochry High School English Department aims to promote attainment and achievement through the highest quality learning and teaching. We work with our learners to develop their literacy skills in the four key areas of reading, writing, talking and listening. We aim to ensure that all pupils enhance these skills through a wide range of engaging and challenging activities. Our aim is to (i) empower learners to communicate effectively through both the written and spoken word and (ii) to enable them to understand others through listening to and reading a wide variety of different genres and forms. Pupils will use these skills to their benefit both in school and in the wider world.

Reading and Writing

In all classes, pupils have opportunities to work together and individually to explore a wide variety of texts. Learners study a wide range of literature, language and media to explore the Experiences and Outcomes for Reading, and to understand the writing process. Personal reading is crucial to optimise success in English, and we encourage our learners to develop their reading through close links with our Learning Resource Centre. Pupils also have regular time for ERIC (Everyone Reading in Class) during Tutor Time and are encouraged to bring their reading book to English class for scheduled independent reading.

Our courses enable pupils to develop and demonstrate their skills in writing for a range of purposes (e.g. creative, reflective, persuasive, informative, discursive) and in a range of genres (e.g. essay, short story, letter, article, film, script etc).

Talking and Listening

We encourage pupils to contribute to class and group discussion to allow them to develop their talking skills. Such lessons also give learners opportunities to practise listening skills in a variety of contexts. Pupils regularly engage in self and peer evaluation which allows them to build these skills with their peers. Skills in critical thinking are also developed through structured classroom dialogue.

Media and Drama

We offer an introduction to Media and Drama in all BGE English courses. We have also formed partnerships with the local theatre to ensure that learners see the creative arts in the context of their community. We give young people opportunities to visit the theatre as part of whole school excursions and group workshops. These experiences widen opportunities for our young people as they embark upon their National Qualifications, and also help to build skills, such as effective communication and critical thinking, for work and life.

Literacy Skills

The well-established cross-department working in our school also offers our pupils numerous opportunities to develop their skills in literacy and to apply them across the curriculum, for example through initiatives such as the Rapid Response Engineering Challenge, the John Muir Award and the Youth Philanthropy Initiative (YPI).

Assessment

Assessment of pupils' progress is continuous and entails a mixture of self, peer and teacher assessments, both formative and summative. Pupils regularly self-evaluate their confidence in the development of their skills. These judgments, along with the variety of evidence collated over S3 will form the basis for presentation for final assessments at National 3, 4 and 5.

Social Subjects Social Subjects

The three Social Subjects of Geography, History and Modern Studies are taught in Pitlochry High School. Courses are developed to enable pupils to work effectively at the level which best suits them and at all times pupils are encouraged to work to the highest level possible.

In S1 and S2 the Geography, History and Modern Studies courses are taught in "blocks" of time before the pupils move on to the next social subject on the rota.

As part of the Broad General Education in S1-3 courses have been designed to develop the Four Capacities in our pupils and the department collaborates closely with others across the school to deliver The John Muir Award and a Biotechnology Day. Both ventures are well suited to the teaching of a modern, skills-based, practical Social Studies programme.

Course work is assessed on the basis of performance in class and homework; tests and exams are also given at key times in each subject. These results and pupil progress are recorded in pupil folders to help them identify their next steps and they are passed on to parents through regular reports and at parents' nights.

Courses are taught in varied and imaginative ways using co-operative learning, textbooks, ICT, DVDs, worksheets and in other ways. Literacy, Numeracy and Health & Wellbeing skills are embedded in our courses. Fieldwork and investigating are also key features of each of the courses as is the development of subject specific skills in order to prepare pupils for progression to National 3/4/5 courses in Geography, History and Modern Studies.

Rural Skills & Horticulture

In S4 Rural Skills (National 4) & Horticulture (NPA Level 4) are offered by the Social Subjects department for pupils wishing to learn about Crop Production, Estate Maintenance, Land Based Industries, Soft Landscaping, Employability, Plant Propagation, Allotments and Plant Health. Learning is very practical with classroom-based lessons, work in the school grounds and visits to local employers.

Art & Design

In Art and Design pupils continue to build upon and develop the skills learned so far through their contact with the Art department during Primary stages.

Pupils will experience learning in three areas: Expressive Activities, Design Activities and Critical Evaluation of their own work and the work of historical and contemporary artists and designers. They will explore the effects of various materials and will develop skills in the traditional areas of painting, drawing, printmaking, photography, ceramics and 3D design, in a safe, creative environment.

They will also take part in a range of experiences in and outside of the classroom, including local and national competitions, museum visits and workshops with visiting artists and experts.

Senior pupils who choose to take Art and Design at National 4 and 5 levels will complete portfolios in Expressive and Design alongside critical study of artists and designers. The course will give pupils the opportunity to explore a wide range of media while developing an understanding of the expressive and design process. Pupils develop skills in critical evaluation and are encouraged to relate the work they do in school to the world of Art and Design outside the classroom.

Modern Languages

Welcome to the Modern Languages department. We are part of the Faculty of Languages, which also includes English.

As the world continues to shrink due to the increasing role that technology plays in our life, a Modern Foreign Language becomes more and more important in our role as global citizens. Scotland, and Highland Perthshire in particular, has become a popular tourist destination for many countries and we trade and export goods and services to Europe and the wider world. There are an increasing number of global job opportunities for a wide range of skilled people. Language skills are highly valued in the workplace. Learning a language allows us to appreciate another culture and learn about a different society.

All pupils from Primary 1 to S3 are entitled to learn two Modern Foreign Languages thanks to the Scottish Government's 1+2 Policy. In all schools in Pitlochry High's catchment area, pupils learn French from Primary 1. Pupils in Primary also receive an input in Gaelic. In S1 and 2, pupils continue studying French for 3 periods a week. We work closely with all cluster primary schools to ensure that the transition from P7 to S1 is as smooth as possible.

In S1 and S2, pupils also receive two periods a week of Spanish. This course is aimed at complete beginners, providing a second modern foreign language input, and allowing pupils to draw comparisons across three languages (English, French and Spanish). This also allows pupils to communicate with a large percentage of the World's population.

In S3, pupils are given a choice of continuing with French, Spanish, Languages for Life and Work or some combination of these. The S3 French and Spanish courses begin to prepare pupils for National 4 and 5 qualifications, as well as providing a broad general education. The language covered goes into greater depth and covers more grammar than in S1 and in S2 to prepare pupils for later qualifications. The S3 Modern Languages for Life and Work award is a practical skills course resulting in an SQA qualification. This provides learners with the opportunity to develop language skills alongside employability skills whilst also being able to pursue their own interests in a cultural context; ideal for those not intending to continue with a language in S4.

In the department, we run mixed ability classes as this has shown to be more beneficial to language learning. We take part enthusiastically in interdisciplinary whole-school projects. Over the past year, this has included leading the school's European Day of Languages initiative and taking part in the Rapid Response Engineering Challenge, as well as leading activities on Inter-Disciplinary Learning afternoons.

Most homework is issued to pupils in the form of learning and revising both vocabulary and grammar. If no formal homework is issued, pupils are expected to check their jotters for new phrases and to be revising these regularly – ideally three times a week. All pupils are encouraged to seek advice from their class teacher if they are struggling. Help is readily available at break time and lunch, and many pupils take advantage of this open-door policy.

We in the Modern Languages department believe in making languages fun and accessible to all. We do this through a range of means, including access to ICT, authentic materials such as music, films, YouTube videos, magazines and co-operative learning. We also subscribe to many websites which pupils can access for free at home. We encourage pupils to take part in trips abroad, we organise outings to see foreign language films, and we encourage the pupils to research and learn about other countries and cultures.

Technology - Computing Science

In our modern technological society, computing technology is everywhere, enabling us to apply our knowledge and skills to extend our capabilities and satisfy human needs and wants. By learning more about it, young people are better equipped to be informed, skilled, adaptable and enterprising citizens.

While studying Computing Science, pupils will develop an understanding of the role and impact of computing technology in society and the potential to use it for the benefit of themselves and others.

They will be challenged to think critically about the design and usability of systems while exploring the social, ethical, economic and cultural impact of these technologies.

Insights from “computational thinking” are explored to help learners to think about problems in ways that can be solved by computer systems.

We also explore the many ways in which information technology has had an impact in Scotland and worldwide, including its effect on the world of work, study and a range of careers. Cyber security and coding skills are currently key areas which offer challenging and rewarding employment opportunities.

S1/2 Computing Science Course

In S1 and S2, pupils follow a Curriculum for Excellence (CfE) course in which they develop technological skills and knowledge in Computing Science, Digital Literacy and Business contexts. Opportunities are taken to enhance learning by working with other departments on cross-curricular tasks. This might include multimedia techniques such as animation or comic creation.

In S1, most pupils will be working towards Level 3 of the Computing Science experiences and outcomes (E’s and O’s). The course includes the history of computing, staying safe online, evaluating the quality of online information, making web pages, discovering how computers work, and simple game programming using LOGO. Opportunities are taken to explore aspects of numeracy, literacy and health and wellbeing throughout the year.

In S2, the course includes programming using the Scratch environment, using online collaboration environments such as cloud-based document sharing and developing knowledge of ways to stay safe online. We also carry out some activities using Office applications such as a spreadsheet to cover outcomes within Business Contexts. Towards the end of S2, the Computing and Technical Departments work together to deliver a 3D Challenge unit where pupils use computer-based design and manufacturing technologies and work in teams to design and create a 3D product using either a 3D printer or laser cutter.

Pupils may also explore further aspects of programming e.g. controlling robots to enable them to develop their computational thinking skills together with more generic problem-solving skills.

S3 Computing Science Course

In S3, pupils can choose to continue their study of Computing Science to extend both their knowledge and practical skills while learning how to solve a range of computer-based problems. Python programming will be introduced at S3 and pupils will learn about how to make a structured design approach to programming tasks. Web programming is explored in more detail using both HTML and CSS. The theme of environmental impact of technology and keeping data and systems secure are also covered.

S4 Computing Science Course

In S4, pupils start a one-year course to gain a National Qualification in Computing Science which will normally be at either National 4(N4) or National 5(N5) level. At N4 level, the course consists of three Units: Software Design and Development, Information System Design and Development and a practical assignment.

At N5 level, the course consists of four Units: Software design and development, Database design and development, Web design and development, and Computer Systems.

The N5 course includes programming in a general-purpose programming language, currently Python, learning about relational databases and Structures Query Language (SQL) using Access, and Web page creation using HTML. CSS and JavaScript.

An eight-hour practical N5 Assignment tests learners' abilities in both designing and creating solutions to problems in programming, databases and web page creation. This contributes about 30% to the final award. Theory work studied throughout the course ensures that candidates are well prepared for both the assignment and the written exam paper.

Those who are successful in the National 5 course will be well prepared for studying Computing Science at Higher Level.

Mathematics

During the year in Maths all students will continue developing the level that they were progressing through in Primary. Together, as a class, we will consolidate and investigate Maths principles. Individually each pupil will be challenged to expand and apply their abilities practically.

Every lesson (past and present) for every class can be viewed on the school Maths website. These let you know what topic will be encountered each week and all have matching videos, textbooks & interactive learning links.

Calculators are necessary in some topics and pupils are encouraged to have and use their own scientific calculator. Using their own calculator always feels better due to being familiar, especially when it comes to exam time. Initially, most calculations will be performed mentally to help improve numeracy skills.

Pupils will have opportunity to enjoy team and individual challenges in Mathematics while developing key numeracy skills through problem solving.

Mathematics, like many things in life, can often be challenging and sometimes frustrating.

Together we will use these top tips to maximise achievement throughout your Maths careers:

- Ask Questions – to discuss new ideas, to get help or to begin investigations.
- Complete Classwork – When you run out of time in class, take a few minutes to complete the work at break or home. You will have experienced the full topic and practiced all problems.
- Use the Website – All class learning, and coursework is available on the school Maths website page. You can access this from home if you can't make it to class.
- Use Teams – Each class has its own MS Team, where books will be uploaded that will supplement in class work and can be used for revision purposes. Pupils can ask questions of each other or their teacher. Assignments and Homework will be set and marked on Teams.
- You are the master of your own learning. Keep your profile up to date with how the topic went and how you feel about it. This lets us target specific areas for improvement or enjoy some topics that you are good at already!
- Use Dr Frost Maths to consolidate and revise topics in preparation for upcoming assessments. Additionally, homework will be set on Dr Frost Maths. Parents can check homework tasks set and monitor progress.

Music

Music is a key means of self-expression for the pupils of Pitlochry High School and a way of developing creativity and artistry. The Music department provides a wide variety of experiences for pupils from Nursery to S4. In S3 and S4, this culminates in the opportunity for pupils to study Music in depth and be presented for National Qualifications.

Secondary pupils have opportunities to sing, play guitar, bass guitar, keyboard, drum kit, tuned percussion and ukulele during collective music making. Pupils who play other instruments are also encouraged to bring them to class. Music technology is used to compose and record performances, and pupils have the chance to take part in music production projects through a Wider Skills unit aligned with Scotland's Developing the Young Workforce programme. This allows pupils to build some of the skills needed to take up a career in the music industry.

The Music department benefits from free instrumental instruction in piano, brass, woodwind, upper strings, cello, guitar, voice, and percussion. Most of these are on offer to both our Primary and Secondary pupils subject to availability and are carried out on a one-to-one basis or in small groups on occasion.

Pupils are encouraged to showcase their skills and talents at our Community Café mornings, school services and shows, and events in the wider community. There is a school orchestra and a choir that rehearse weekly during lunchtimes, and these play a prominent role at these events. Additionally, all pupils are encouraged to participate in our music and drama productions.

Science

S1-S3 Science

Pupils in S1-S3 are encouraged to develop their scientific enquiry skills across various different topics and in varied contexts such as Forensic Science, Biodiversity and Space.

Pupils develop their Literacy through writing formal investigations, research tasks, experimental reports, presentations to the class etc. Pupils also develop their Numeracy skills in Science; when analysing results pupils are required to record results in tables, pie charts and graphs. In addition, they are required to interpret graphs.

Pupils are given the opportunity to progress towards achieving various Health and Wellbeing outcomes such as managing risk, working with others & contributing to the community through the John Muir Award. The John Muir Award provides the pupils with an opportunity to discover and explore the local environment. In addition, they contribute to the community by tree planting at Dun Coillich.

All pupils will be given the opportunity to experience aspects of engineering such as making chemical cells, soldering electronic Christmas trees and various challenges.

All pupils take part in a Biotechnology day as a part of the world of work week. This involves practical activities in school such as baking and brewing, researching biotechnology and linking with local industries.

The course is designed to give pupils the skills that will allow them to progress in Science beyond S3.

S4 National 4/5 Biology, Chemistry & Physics

The three available discrete Sciences at National 4/5 (Biology, Chemistry and Physics) each build upon the work pupils have done in S1-S3.

The Biology course focuses on topics such as Multicellular life, Life on Earth and Cells. Chemistry focuses on the periodic table, different types of bonds between elements and acids and alkalis. The Physics course focuses on topics such as Mechanics, Space and Electricity.

Science pupils will be encouraged to develop their literacy and numeracy skills further by writing reports, giving presentations, interpreting numerical data from experiments, solving equations and more. In each Science pupils will also further explore Health and Wellbeing outcomes by learning about pollution and how it affects the Earth.

Successful completion from a National 4 discrete Science allows progression into any of the discrete Sciences at National 5 level.

Successful completion of a discrete Science at National 5 allows progression onto the related Higher course.

S3 National 3 & 4 Science

The National 3 & 4 Science course builds on the Level 3 Science outcomes that pupils covered in S1/2. The course covers a broad range of Science topics with a practical focus. Pupils are also given the opportunity to complete outcomes related to Literacy, Numeracy and Health and Wellbeing.

All assessments are internal so there will be no final exam. Note this is a one year course with completion at the end of S3.

Successful completion of the National 4 Science course allows progression to National 4/5 Biology, Chemistry or Physics.

Physical Education

At Pitlochry High School, we recognise the Scottish Government's commitment regarding the positive impact that physical education has on a pupil's health, educational attainment, and life chances. Physical Education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes.

It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance, and outdoor learning, and enhances their physical and mental wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

PE Kit, Changing Rooms and Valuables

Pupils are required to have a full change of PE kit for every lesson regardless of illness/ injury (unless unable to change) and are expected to be with their PE class to participate/ help with the class at all times. They will need the following equipment for participating in their lessons:

- Change of footwear – indoor/ outdoor depending on their activity.
- Black or navy-blue shorts/ tracksuit bottoms or leggings.
- White or black t-Shirt or Pitlochry Branded house t-shirt which can be worn for PE lessons.
- Suitable warm clothing and footwear should be brought for when the class are working outdoors.

*If pupils have forgotten PE kit, then they will be given kit to borrow and return for that lesson.

Pupils regularly make use of Atholl Leisure Centre and will walk accompanied to and from the Centre. A change of shoes is also required for this purpose. We encourage pupils not to bring valuables to school, however any valuables should be kept in the changing rooms which are locked at the start, and opened at the end, of each lesson. Pupils should not carry their valuables around with them.

Broad General Education S1-3

The focus of lessons at this level will be based on the Benchmarks and the Significant Aspects of Learning in PE. Pupils will develop their physical skills, physical fitness, cognitive, and social qualities through participation in a variety of practical learning opportunities which may include; outdoor and indoor team games, aesthetic activities, racket sports, outdoor education, and are taught in an environment that meets the needs of our all our learners.

S3 Elective

Pupils who elect to take PE in S3 will further develop their performance skills in a range of activities. The central theme of the course is to develop approaches to improve performance and prepare pupils for transitioning into certificated PE in S4. Along with developing skills within activities, pupils will also cover fitness testing and training; tactics and strategies, developing leadership skills and practices, creativity and compositional form and Literacy skills. They will also be introduced to the four factors in PE which form the National PE course in S4.

S4 National 4 and 5 PE

Pupils are assessed both practically and theoretically in both courses and look at the investigation development and evaluation of the factors that impact on performance.

At National 4 pupils are regularly assessed and are required to pass their performance unit as well as completing the National 4 Portfolio task.

Pupils who are presented at National 5 are assessed in two activities in two separate one-off performances. These performances will be marked individually out of 30 and will count toward 50% of their overall grade.

The other 50% is achieved through the portfolio which is assessed externally under a mixture of exam and supported conditions. Pupils will learn in both a practical and a theory-based setting throughout the year to maximise their marks and to ensure that they are prepared for these assessments.

Homework Requirements

Homework will be frequent for certificated classes to consolidate the work undertaken in class and be used to support any evidence in the case of any potential appeal at the end of year. Attendance at extra-curricular clubs is strongly encouraged and will help to raise performance standards.

Pathways in PE

Pupils would be able to progress beyond S4 into courses such as Higher Physical Education, Sport and Recreation (SQA Level 5), Community Sports Leaders Award (SQA Level 6), NPA Sport and Fitness and Outdoor Education.

Extra-curricular pathways

There are a number of opportunities for pupils at lunchtime and after school for them to have fun, engage in new activities and improve their performance level for certificated classes, and we would strongly recommend that pupils engage with these opportunities throughout the year.

Religious & Moral Education

Religious and Moral Education is non-denominational in its approach and within core S1-4 RME lessons our course enable pupils to:

- recognise religion as an important expression of human experience;
- learn about and from the beliefs, values, practices and traditions of religions selected for study, other traditions and viewpoints independent of religion;
- explore and develop a knowledge and understanding of religions;
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life;
- recognise and understand religious and cultural diversity and the importance of religion in society;

- develop respect for others and an understanding of beliefs and practices which are different from their own;
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral value;
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation;
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions;
- make a positive difference to the world by putting their beliefs and values into action;
- establish a firm foundation for lifelong learning, further learning and adult life.

If the parents of any pupil wish their child to be excused from Religious and Moral Education, a written request should be made to the Headteacher. The Headteacher, before granting the request, would be willing to discuss the Religious and Moral Education course with the parent, together with the arrangements which would be required for withdrawal.

Assemblies are held regularly throughout the year. A team of chaplains work with the school to visit the assemblies and work with pupils to present at these.

If you have any queries regarding this, please do not hesitate to contact the Headteacher.

Technological Subjects

During first year, the work covered by pupils allows them to gain knowledge, practice and confidence in using a variety of different materials, tools (both hand and power) and processes associated with manufacturing of small artefacts. The second unit of work is used to introduce pupils to technical type drawing, mainly in two dimensions, as well as freehand sketching and rendering.

Through a Curriculum for Excellence pupils have the opportunity to work collaboratively with others in the school to develop achievement through the 'John Muir Award'.

The second year of the course sees pupils building upon their practical skills. Pupils will go on to make a small item in metal.

Pupils are introduced to formal technical drawing using both drawing boards and computer software in line with current industrial practice.

Computer aided graphics is also a focal point of the course with pupils creating a variety of publicity material in full colour to professional standards. Also in this unit, pupils have the opportunity to work on an team based initiative.

Assessment is based upon practical performance in class, formative assessment, homework and completed artefacts.

Pupils will have the opportunity to compete in small groups in an RREC (Rapid Response Engineering Challenge) activity day.

The third year of the course allows pupils to progress into either Craft Construction Skills and/or Graphics.

The Graphics course allows pupils to develop creativity and skills within a 3D drawing environment. Using cutting edge computer software pupils will learn to develop spatial awareness to create a variety of scenes and components in virtual reality. Pupils will work through a series of introductory units to familiarise themselves with all the features and commands of Autodesk Fusion 360. As they develop knowledge and skills, the choice of task will be influenced by personal interests

The Craft Construction course involves pupils in the manufacture of traditional woodworking construction joints and small pieces of furniture. Pupils work through a series of practice joints before attempting the manufacture of an item of furniture, which will contain most of the practice type joints. Pupils are also taught how to use and maintain the tools and equipment they use. The course is exploratory and experimental in nature and combines elements of personal creativity and choice.

Progression and continuity are provided through the choice of National 4/5 Graphic Communication and/or Practical Woodworking National 4/5.

In S4 Graphic Communication course can be thought of as a graphic language where pupils can present ideas and solutions in a precise and logical manner and develop a methodical approach to problem solving. The course covers areas of 2D and 3D drawing, sketching, computer aided design/drawing, various types of three-dimensional work and the illustration and presentation of drawings in a range of media, eg coloured card, pastels, felt tips and pencils. The course has been designed to meet the present demands of industries using any form of graphical presentation of ideas.

Practical Woodworking course in S4 involves pupils in the manufacture of traditional woodworking construction joints and small pieces of furniture. Pupils work through a series of practice joints before attempting the manufacture of the item of furniture, which will contain most of the practice type joints. Pupils are also taught how to use and maintain the tools and equipment they use. Work is assessed on performance of two main elements:

- Practical Abilities – how good the craft skills are in the production of the joints and models;
- Knowledge and Understanding – tests on materials, tools and processes.

Home Economics

In Home Economics in S1 to S2 pupils will experience a range of different units allowing them to cover the appropriate Health and Wellbeing and Technology outcomes to level 3. Topics covered include an Introduction to Home Economics, Healthy Eating and the Eatwell Guide, Fabric Time, Food Hygiene, Sensory Analysis, Nutrition and Food Choice, Design and Make activities as well as a Foods of the World topic. Pupils will practice and apply a range of food preparation techniques as well as develop their knowledge in the above areas.

In S3 pupils can opt to study Food Technology and, or Fabric, First Aid and Nutrition through the Lifecycle.

In Food Technology pupils are given the opportunity to complete two courses produced by the Royal Environmental Health Institute of Scotland. Each course is worth 1 credit at SCQF level 5 and comprise Elementary Food & Health, and Elementary Food Hygiene. Aspects of each course filter into the National courses offered in S4 – Health and Food Technology, and Practical Cookery.

In Fabric, First Aid and Nutrition through the Lifecycle, pupils are introduced to various topics from additional HE courses that are also offered in the senior phase – Fashion and Textile Technology, Health & Food Technology, and Childcare. They will complete units of First Aid, Nutrition, and complete a fabric project.

In S4, Health and Food Technology is offered up to National 5 level allowing progression to Higher and Advanced Higher in future years. This course focusses on three units – Food for Health, Food Product Development and Contemporary Food Issues. Practical Cookery is offered up to National 5 level and is primarily a practical course. It builds on food preparation and cookery skills as well as developing knowledge of the function of ingredients and where food comes from.

Personal and Social Education (PSE)

Personal and Social Education and the general Curriculum taught in S1-S4 will help to foster in pupils the ability to communicate, solve problems, make judgements, think critically, show concern for others, co-operate, be rational, make informed decisions, work hard and be resourceful.

The Personal and Social Education aspect concentrates on encouraging pupils to participate fully, effectively and with confidence as responsible members of society. Issues discussed include:

- Relationships, Sexual Health, and Parenting
- Physical Activity and Health
- Substance Misuse
- Decision Making and Problem Solving
- Mental and Emotional Wellbeing

- Study Skills
- Skills for Life, Learning and Work
- Work Experience
- Online Safety

Various outside agencies can be involved:

- Community Learning and Development, including Community Link Work and Community Youth Workers
- Police
- Skills Development Scotland (Careers)
- Community Education
- School Health Nurse Service
- RASAC.
- RAF
- Equalities Team

On the topic of careers, we have a Skills Development Scotland Careers Coach who, along with school staff, helps with course choice and Post 16 choices. They are available for consultation with any pupil, as well as being present at some Parents' Evenings throughout the year.

Secondary Assessment and Reporting

The Curriculum aims to enable learners to be better equipped for the rapidly changing world we live in, through gaining a wide, up to date and relevant body of knowledge and understanding, skills, attributes and capabilities. Assessment takes place periodically as part of ongoing learning and teaching and at transitions. Teachers use a range of approaches and evidence to assess the different types of achievement across the curriculum, measuring progress in terms of 'how much' and 'how well'. Assessment in the Senior Phase will focus on planned learning across aspects of the curriculum and a substantial part of this will contribute to our young people gaining formal qualifications and awards.

Parents' Nights are normally held as follows:

- | | |
|------------------------|----|
| • September & February | S4 |
| • December | S1 |
| • February | S2 |
| • March | S3 |

Meetings will take place in person in the School Assembly Hall. Appointments are timetabled to ensure the best use is made of available time. A letter informing parents of the meetings, together with instructions for accessing our School Cloud online booking system are sent out prior to each meeting.

Parents are most welcome to ask for progress details at other times of the year. Please contact Mrs Rae (PT Support), or Miss Mitchell (DHT Support) in Secondary and Miss Mair (DHT Primary).

Support for Pupils

Primary:

In every school there will be pupils who require additional support. The type of support will vary for each individual child. We have a range of universal support across each class to support learners. Where there is a need for more targeted support, this can be delivered by the class teacher within the classroom or at times children may also be supported by a member of support staff, for example a Pupil Support Assistant (PSA), Support for Learning Teacher (PPST), Early Childhood Practitioner (ECP) or Community learning Assistant.

If a parent has any concerns over a child's learning, they should contact the school to arrange a discussion with the class teacher in the first instance. Beyond this, the Management Team share responsibility for Support for Pupils across the school.

If the school has any concerns regarding a pupil's progress, contact will be made with parents to discuss the next steps. Some targeted strategies to support pupils may include:

- Direct support from the Pupil Support Teacher or Assistant
- Inclusion in a small group for aspects of learning
- The use of group or individual planning to target areas which require support
- Working with other professionals, e.g speech and language therapist, occupational therapist, educational psychologist, school nurse.

For pupils who have identified need, an additional support meeting will be held where consideration will be given to the appropriate support and planning required. A child's plan will be drawn up in consultation with all who are present at the meeting.

Further information for parents on Additional Support Needs can be found through the PKC Website: <https://www.pkc.gov.uk/article/17278/Schools-addtional-support>

Secondary

Miss Mitchell, DHT, leads the Support for Pupils Team and is directly responsible to the Headteacher for the wellbeing of all pupils.

The School's policy is to support the education of all pupils and to promote the maximum degree of independence in learning, personal management and social activity of which the individual child is capable. In Pitlochry High School we acknowledge that any child may require support in order to overcome barriers to their learning, temporary or otherwise, and that the underlying principle of support is a reflection of the Getting It Right for Every Child model.

A wide range of factors can lead to this but broadly speaking they fall within four interlinked themes:

- learning environment;
- family circumstances;
- disability or health needs;
- social and emotional factors.

It is an essential aspect of school life that all teachers are prepared to give help and advice to pupils. Pupils are always encouraged to speak to any member of staff if they have a problem. All pupils are supported through our Tutor Group system (based on the Houses; Atholl, Cluniemore and Faskally). This system is vertical and tutor groups are approximately 15 in size with a mix of S1-S4 pupils. Universal support for all children starts here.

The Support for Pupils team encompassing Guidance and Support for Learning, (PT Mrs G Rae) takes main responsibility for an overview of the educational, personal and social development of the pupils. In order to do so the team liaises with parents, their school colleagues (including the Community Link Worker) and a range of partner agencies. Discussions take place weekly at the Support for Pupils meetings and at the six weekly multi-agency Integrated Team Meeting.

Every secondary school in Perth and Kinross is part of a locality based integrated team. This team is a multi-agency group with core members being Education, Health and Social Work. Additional members at our meetings regularly include Community Link Worker, Educational Psychologist and Police Scotland. The responsibility of the group is to identify, plan and access additional support for our pupils and their families when what is currently available in school has been exhausted. Pupils needs are identified as detailed below.

Nursery:

- general observation;
- daily contact with parent/carer allows for early intervention if there are concerns;
- monitoring of concerns and discussion with DHT Primary for decision on next steps.

Primary:

- behaviour, social and emotional – oral discussion between DHT Primary and class teacher;
- incident log and record of intervention kept;
- behavioural monitoring process in place.

Secondary:

- emotional/social/behavioural referrals collated through SEEMIS;
- 'cause for concern' sheet completed and passed to DHT Support for discussion at Support for Pupils meeting or referral to Integrated Team Meeting;
- additional learning issues – passed to PT Support for pupils for further assessment.

If you have any concerns for your child and feel they require more support, whether that be long or short term, please contact Miss Mair (DHT Primary), Miss Mitchell (DHT Secondary) or Mrs Rae (PT Support for Pupils).

More information may be obtained from the following:

- Enquire Helpline on 0345 123 2303 and e-mail: [**info@enquire.org.uk**](mailto:info@enquire.org.uk)

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

Enquire offers independent, confidential advice and information on additional support for learning through: Telephone Helpline: 0845 123 2303/Email Enquiry service: info@enquire.org.uk.

Advice and information are 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.

- a) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- b) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

School Improvement

Pitlochry High School has implemented a Quality Improvement Framework which ensures that there is a Quality Improvement Plan in place to take forward all developments being addressed each year. The school reports on the progress made in a Standards and Quality Annual Report which is made available to all parents. This document also gives information about school performance in National Examinations and Attendance, as well as attainment throughout the school over the last three years.

Within both the Quality Improvement Plan and the Standards and Quality Report there is information about plans for improvement and next steps over the coming years. Both these documents can be found on the School website <https://www.pitlochryhighschool.com/>

Policies & Practical Information

We are a Rights Respecting School achieving Silver level in session 2022-23. All policies are being reviewed in line with this.

For the following Policies, please see our School Website: <https://www.pitlochryhighschool.com/>

- Pitlochry High School Communication Policy
- Relationships Policy
- Anti-Bullying Policy
- Digital Policy
- DYW Policy
- Health and Safety Policy

Confidentiality

1. The policy of Pitlochry High School is to work with parents in order to promote the welfare of their children. The school aims to build up relationships of trust with children in order that both they and their parents feel able to raise concerns about safety and welfare in the knowledge that these will be dealt with sensitively.

We aim to reassure parents that the School will always act in the best possible interests of the child and encourage the fullest possible involvement and consultation with parents. However, it is important to underline that it might not always be appropriate or in the best interests of the child to share such information with the parents.

2. Because of the sensitivity of these issues the School will operate on the presumption that anything imparted in confidence will be treated in confidence. This is subject to three qualifications as detailed below.
 - a) Anything imparted in confidence to a member of staff or person approached as an associate of the School, may be shared with a restricted number of colleagues if that person feels in need of support or guidance. This is likely to be the Child Protection Officer, the child's guidance teacher, Headteacher or Depute Headteacher.
 - b) If serious concerns are raised about the safety or welfare of the child (if they are deemed to be 'at risk') the person approached is obliged, in terms of the schools child protection procedures, to pass that information on to the Child Protection Officer for consideration as to whether it should be shared with the appropriate authorities and/or passed on to another agency.
 - c) The School must pass on information when legally obliged to do so, for example, by a court of law.

NB: In all of the above the person approached would not, except in an emergency, breach the confidence without letting the person seeking assistance know. People working with you and your child will only share information about you and your child when they have to.

Information shared with other members of staff will be on a 'need to know' basis.

The School will ensure that pupils are aware that staff cannot offer unconditional confidentiality through PHSE. However, they will be reassured that, if confidentiality has to be broken, they will be informed first and then supported as necessary. The pupils will also be made aware of sources of confidential help available for example GP, School Health Worker, Local Young Person's Advice Groups. Ref: <https://www.pkc.gov.uk/article/17391/Information-for-parents-and-carers-GIRFEC>

Collection from School

In general parents are very good at making arrangements for their children to get home from school but sometimes there can be complications that lead to concerns for the child. These would mainly arise in Nursery and early years but can be issues right through the school. The following examples of good practice, from the Governments 'Safe and Well Handbook', are there to support our decision making.

School – mainly in Nursery and early years

- Ensure that very young children are dropped off and collected by a known adult. Those travelling by bus are escorted to and from the bus by a member of staff.
- Where a child who is due to be collected is not collected, they should be kept in school until an adult can be contacted to discuss the problem and agree a solution.

Parents

- Children in Nursery and P1- 3 must be collected by a parent or responsible adult.
- Contact the school as soon as possible if there is to be any change to your daily 'pick-up' routine.
- Support the school by ensuring that children are aware of who will be collecting them and making any changes to these arrangements known to the child and the school. This includes children being picked up by an older, more responsible sibling (P5 upwards). There are procedures in place in Nursery and each classroom to make this procedure straight forward but please talk to a member of staff if you feel this would be more appropriate.
- Advise the school of any 'non-contact' adult where there are restrictions in place regarding access to the child.

School - general

- Ensure clear contractual arrangements when pupils, including those with additional support needs, are transported to school by bus or taxi, regarding handover arrangements both between home and transport, and school and transport, supervision if transport arrives before the start of the school day, and action to be taken if in the event of any emergency situation arising during the journey.
- Have regular consultation with parents on 'collection' policy and encourage parents to consider with the school appropriate ages and stages of development when children might be allowed to make their way to and from the establishment independently.

Mobile Technology

Pitlochry High School recognises that mobile phones and other digital devices are now an integral part of our culture and way of life.

Whilst technology plays an important role in learning practices in the school, as with ICT use, this must follow agreed rules.

Primary children are not permitted to use a mobile phone in school during the school day. If they require a mobile phone, it must be given to the class teacher for safekeeping until home time.

The School permits **Secondary** pupils to bring mobile phones to school but their use is subject to guidelines which must be followed.

- Mobiles etc should normally be switched off during class time and between periods. They can however, use their phones where staff sanction their use and once seated in a designated area at lunch time and break time. Pupils should not walk between classes or in school corridors with their phones out.
- Mobile phones should not be used to take unauthorised images of staff or pupils at any time.
- Mobile phones must not be used to send offensive texts, bully or harass other pupils or staff.
- Mobile technology must be kept secure and is the responsibility of the pupil. The school will take no responsibility for lost or damaged mobile technology
- Pupils must not download inappropriate material to their phones nor store any inappropriate images.
- Pupils who do not follow the above guidelines will be required to leave their mobile phones at the school office for the remainder of the school day,

- Should the school need to investigate misuse of social media which impacts negatively on learning, phones will be left at the school office for the remainder of that term.

Learning at Home

Within Pitlochry High School learning at home is regarded as a positive approach to developing independent learning and the life skills of planning and task management.

Learning at home encourages responsibility and accountability and strengthens home–school communication about student learning.

Learning at home helps children to:

- reinforce and consolidate work/skills covered in class;
- prepare for new work;
- revise for assessments;
- take responsibility for their own learning;
- develop good study habits.

How parents can help learning at home:

Parents/Carers are the most important people in any child's life. A supportive adult at home is one of the best contributions to a child's success at school. When parents/carers and teachers work together children make better progress and develop an interest in learning and habits which will lead to lifelong learning.

Ways parents can help:

- get actively involved with your child's learning, ask your child to explain things you don't understand;
- encourage your child to use his/her diary or mobile phone (Secondary) – make comments in the diary;
- listen to what your child is saying;
- provide a quiet place for your child to work and help them get into a regular routine for planning and learning at home;
- give praise by acknowledging their successes.

What we are looking for:

From pupils:

- use their diary effectively and hand in work on time;
- ask for help when it is needed;
- share homework with parents;
- be involved in self and peer marking with teachers.

From teachers:

- share homework with parents;
- use school web-site to communicate with parents;
- encourage all pupils to use diary daily;
- insist a diary is on display on desk;
- use diary to make comments for parents;
- promote and value learning at home;
- ensure that homework matches child's ability;
- display homework tasks in classroom;
- give feedback timeously, using a variety of methods to mark homework;
- encourage and support pupils through praise;
- offer a time and place in school if required to complete homework;
- follow school referral system as appropriate;
- involve parents/carers to be actively involved with their child's learning at home;
- keep a record of homework tasks given;

- keep a record of homework submitted.

Time for learning at home activities – guidance:

- we hope to encourage all children to enjoy extra-curricular activities provided both by the school and the local community;
- pupils will be given at least several days to complete a task;
- all tasks will be set to meet the needs of each child.

Range of activities

A range of activities will encourage pupils to be independent learners. Homework is not always reading or written tasks. Thinking homework, oral homework, watching the news, as well as playing games are also important. Where possible some activities will encourage parents to be actively involved with their children's learning at home.

Nursery

Very informal – sharing a book with parents, bletcher bags etc. Offering a library service where children are encouraged to borrow books to share with parent/carer, who in turn can feed back to the Nursery teacher, on a sheet, which books were shared/enjoyed.

Primary

Up to one hour per week, this will always consist of literacy and numeracy each week and may sometimes involve practical tasks as well as written tasks in different areas of the curriculum.

In September each year, Primary class teachers will hold a meet the teacher for parents to explain learning at home and the expectations of the school in relation to homework at each stage. This will be the opportunity to discuss the curriculum at each stage and the related tasks to be completed at home. It will encourage the participation of parents in their child's learning.

Home learning includes:

- sharing and talking tasks with parents;
- pre-reading games and activities with support of parents;
- reading with support from parent;
- bringing in materials from home to support topic work;
- reading activities – support of parents;
- topic related activities, eg find a picture;
- spelling activities;
- Maths reinforcement;
- preparing oral presentations;
- Maths and language reinforcement;
- research for topic work, investigations and surveys;
- set reading tasks;
- using maths bags;
- using library books.

Secondary

S1/2 – English one hour per week/Maths one hour per week up to a maximum of 10 minutes per period per week, ie two periods of Home Economics = 20 minutes per week or 40 minutes per night. Total up to 6 hours per week (not including PE/PSE/RE).

S3/S4 – on average, each subject will give up to one hour per week of homework.

Pupils can expect to also complete any classwork they missed through absence or failed to complete in class.

Pupils who play a musical instrument are expected to practice a minimum of 20 minutes per day.

At examination times, especially in S3/S4, pupils should expect to spend more time learning at home.

Activities will include:

- discussion with parents/siblings;
- consolidation of class work;
- learning information – developing knowledge and understanding;
- developing skills of problem solving, evaluating, interpreting and reasoning;
- individual topic research;
- encouragement to be reflective and critical of pupils own learning;
- taking responsibility for planning and managing study time;
- preparation for oral presentations;
- set reading tasks;
- revision for assessments;
- practice questions for Standard Grade pupils;
- extended writing – report writing, essays and talks;
- media or Internet research;
- learning vocabulary;
- reinforcement of listening concepts through LTS internet site;
- inventing work;
- preparation for project work;
- redrafting class work, essays and reports.

How to be successful at homework

- Always write your homework into your diary.
- Make sure you plan to do your homework on a night that you are free.
- Share your homework with your parents, let them know what you are doing.
- Talk to your teacher if you need help with your homework, BEFORE the day it is due in.
- Remember to hand it in on the correct day, put it in your bag the night before.

In Primary - What Happens if You Forget? Bring it in the next day – everyone gets one chance. If homework is not given in after that then there will be opportunities to complete the work in school.(breaktimes/lunchtimes)

In Secondary - What Happens if You Forget? Bring it in the next day – everyone gets one chance. If homework is not given in after that, you will complete it in school (at breaktime or lunchtime).

Emergency Closure of the School – Adverse Conditions

All decisions made are to ensure that the safety of all pupils is paramount. Parents are asked to ensure that an adult is at the home address or snow address if adverse weather conditions become apparent.

Closure or Partial Closure at Start of Day

- Parents of children who require transport to school should make sensible decisions, if weather is closing in, not to send children to school.
- Buses will only run if the transport provider believes that the journey can be made safely. If a school bus does not make a journey to school in the morning, it will not normally make the return journey at the end of the day. If you bring your child to school in these circumstances you therefore must be responsible for the return journey.
- A travellers' phone-line will be used to inform parents if school is not opening in the morning. Local pupils should tune in to Heartland Radio from 7.00am.
- Information about school closures can also be obtained from the following sources each morning if there is a likelihood of school closure: PKC Customer Services/PKC Website/PKC Twitter and Facebook.
- Contacting Pitlochry High School – please use this only if other services have been exhausted as many calls must be made at this time on the line – 01796 474666.
- If the school is closed the phone line will have a recorded message confirming closure.

Closure or Partial Closure during the School Day

If a decision is taken to close the school during the school day the following procedures will be adopted.

Nursery Pupils

- All home and/or snow addresses telephoned. Pupils must be collected by an adult.

P1-P4

- All home and/or snow addresses telephoned. Bus travellers transported by bus once destination confirmed by phone call.
- Local pupils must be collected by an adult as arranged by telephone (this may be older brother/s or sister/s (P5-S4) if arranged by parent on the phone.

P5-P7

- Bus travellers leave once destination confirmed by phone.
- Local pupils walk home once confirmed by telephone that an adult is at home or at the snow address.

S1-S4

- Bus travellers leave once destination confirmed by phone.
- Local pupils leave once pupils' suitable destinations are confirmed between staff and pupils. If there is any doubt, or if pupils want to check, that an adult is at the address to receive pupils, all calls will be made after Primary and Nursery calls are completed. Pupils may use mobiles to confirm destinations.

Parents who make the decision to take children home due to adverse weather conditions in their locality, before the school has made such a decision, must report to the office before removing their child from the school.

Pupil Representation

We aspire to give all pupils the opportunity to have a voice in their school and in some of the developments which take place.

In Primary, pupils are part of Pupil Council, Eco-School, Library Monitors, Peer Supports in Nursery and P1, P7 Monitors, Digital leaders and, again, all pupils have the opportunity to give their opinions on aspects of the school's work each year.

In Secondary, we have our Senior Pupil Leadership Team (School Captains, Prefects, House Captains), Sports Ambassadors and Pupil Council. We also ensure, as a whole school, that all pupils contribute to an evaluation of aspects of the school each year.

We hope that many pupils will take the opportunity to present or lead at assembly, in parents' events and at prize-giving, where they deliver the report of the school year.

Uniform

The School favours the wearing of school uniform and is grateful for the support given by parents over the years. Consideration has been given to making the uniform in the school colours as smart but as simple as possible.

We aim to be ecologically friendly and have a strong, pre-loved uniform shop which we set out in the hall each term. If you require anything at any other time, please just ask at the main office and we would be happy to look for what you need.

For further information on school uniform and prices, please see our website: [Pitlochry High School - School Uniform](#)

All school clothing, particularly sweatshirts in primary, should be clearly marked with the owner's name so that items found can be returned easily.

Coats and jackets should have a loop in order that they can hang on coat hooks.

Physical Education, both in the Primary and Secondary, should be undertaken in shorts, t-shirts and appropriate footwear; be it gym shoes, trainers or outdoor football boots. The emphasis should be on a change of clothing from normal school uniform to items particularly suitable for physical activity. Shorts and t-shirts or sports tops should be plain in colour and should not include denim or beachwear type items.

Football tops are not encouraged. When circumstances dictate tracksuits, sweatshirts or leggings may also be worn on the advice of PE staff.

Secondary pupils have access to showering facilities and are encouraged to make use of these by including a towel in their PE kit.

Polo shirts, sweatshirts, fleeces and zoodies are ordered directly from School Trends, the website address is: <https://www.schooltrends.co.uk/uniform/PitlochryHighPrimarySchoolPH165ET>

Secondary PE Uniform can be ordered through the School Office. Please contact 01796 47466 to place an order.

Lost property - clothing and personal belongings found will be kept for a month before being given to charity shops. Please inform the school should items of clothing be lost. Items found weekly are displayed for pupils to claim.

School Day

Primaries 1-3

Mornings 09.00-12.10
Interval 10.30-10.50

Afternoons 13.10-15.30
Interval 14.20-14.30

Primaries 4-7

Mornings 09.00-12.20
Interval 10.30-10.50

Afternoons 13.20-15.30
Interval 14.20-14.30

Secondary

Morning 08.55-12.45
Interval 11.05-11.25
Afternoon 13.30-15.30

A warning bell is rung shortly before each starting time so that pupils are ready for the start of each session. The day is divided into eight periods each of 40 minutes:

Tutor Groups 08.55-09.05
Period 1 09.05-09.45
Period 2 09.45-10.25
Period 3 10.25-11.05
Interval 11.05-11.25
Period 4 11.25-12.05
Period 5 12.05-12.45
Lunch 12.45-13.30
Period 6 13.30-14.10
Period 7 14.10-14.50
Period 8 14.50-15.30

Our secondary school is split into three Home Groups, headed up by Mrs Brown in Atholl, Mr Mackenzie in Cluniemore and Mr Lavery in Faskally. Within each Home Group there are three tutor groups structured on a vertical system, with around sixteen S1-S4 pupils in each group.

The groups meet at 08.55 for 10 minutes, giving opportunities for organisational support, recognising and celebrating achievement, peer mentoring and, most importantly, to enable our tutors to get to know the pupils in their group in more depth.

Name of Child Protection Officer

Schools are required to report if they think any child has come to harm as a consequence of possible abuse. In each local authority school, a member of staff has been appointed to be responsible for child protection matters and special training has been given. Our Designated Child Protection Officers are Mrs Rae, Miss Mitchell, Miss Mair, Mrs Mollison and Mrs O'Connor.

Should you wish to talk further about child protection and the safety of children please feel free to contact the School. As a school, we have good contacts with School Health Workers, Social Workers and Police any or all of whom may become involved if there is suspicion that a child is at risk.

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

If you have concerns about a child, please contact the Council's Child Protection Service. The Child Protection Duty Team can be contacted on 01738 476768 (24 hours).

The Role of the Child Protection Officer:

- to keep up to date with Child Protection issues;
- to inform all staff of Child Protection guidelines and where they are held in the school, held by Miss Mair and Mrs Mitchell.
- to notify appropriate staff of any children in their care of whom they have concerns or who are on the Child Protection Register;
- to inform Child Protection Officers in other schools at times of transfer;
- to liaise with the Duty Child Protection Team and relevant colleagues in all Child Protection issues;
- to attend appropriate in-service;
- to contribute to the development of sound Child Protection practice;
- to follow the Perth and Kinross Council, Child Protection guidelines and procedures;
- to ensure Child Protection issues are raised appropriately through the Social Education Programme.

The role of all other members of staff:

- to report any feelings of unease about a child's welfare as a result of the child's actions and/or comments to the Child Protection Officer (See Procedures);
- to record the incident leading to the referral using the child's own words where appropriate;
- NB the record should be kept in whatever form suits the circumstances, although the member of staff's personal record of events is their personal property and only a Court of Law has a right to see it - however it may be in the child's best interests for this information to be shared with another agency;
- to continue to observe, record and report where appropriate.

In the event of a child disclosing an abusive situation to you:

- stay calm;
- make sure that the child is safe;
- listen carefully to what is said;
- do not give opinions or ask leading questions for legal reasons;
- remind the child that in this situation you cannot maintain confidentiality and must speak to other people in the school (usually Miss Mair or Mrs Rae);
- ask them to come with you if they want to;
- report to relevant Child Protection Officer (or Mrs Liney in their absence);
- continue to observe, record and report.

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.