



School Handbook

Academic Session 2026-27



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



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1. Head Teacher's Foreword



It gives me great pleasure to welcome you to the Community School of Auchterarder.

We are extremely proud of our school and strive to provide the very best experience for all our children and young people by creating a welcoming, caring and purposeful environment for learning. Throughout our Nursery, Primary and Secondary we deliver a curriculum which is relevant and responsive both to the needs of individual students and to those of a changing society. Central to this is a strong partnership between staff, pupils, parents and the wider community, including our vital business and college links.

We are guided by our school's combined vision and values which is "Building a community of learners who are Happy, Engaged, Ambitious, Respectful and Trustworthy" and our motto 'Strive to Excel'. There is a real sense of "can do" throughout our school and the notion of respect permeates all aspects of school life. Our children and young people achieve very well in their learning and have a wealth of curricular, extra-curricular and wider achievement opportunities available to them. We work closely with Active Schools and other community organisations to ensure that all our young people have access to a wide variety of high-quality activities which promote healthy living through exercise and other activities promoting positive health and wellbeing.

We ensure our young people leave The Community School of Auchterarder with a well-developed sense of their community, both local, and global, and are fully prepared and equipped with the necessary skills to take their place within it. Our young people participate and achieve highly in a wide range of academic and vocational learning and are guided to positive post school destinations relevant to their enthusiasm and interest.

Positive parental engagement is of paramount importance to us and we value working in partnership with parents/carers to ensure the best outcomes and opportunities. We also very much welcome and appreciate your feedback – we are always listening and learning and are pleased to hear about what we are doing well and what we need to work on.

We look forward to working with you to support, guide and motivate your children throughout their education supporting them to achieve to the best of their abilities and to prepare them for life beyond school. If you require further information, wish to visit, or discuss any aspect of our work please feel free to contact us.

A handwritten signature in black ink that reads "David Lambert". The script is cursive and fluid.

Mr D Lambert
Head Teacher

2. Introduction

The Community School of Auchterarder is an all-through school comprising Nursery, Primary and Six-Year Secondary departments serving the community of Auchterarder and surrounding district.

The present roll is 481 pupils in the Primary (including 63 currently in the Nursery, rising to 73 in January 2026) and 501 pupils in the Secondary.

Nursery	63	P4	59	S1	81	S4	91
P1	52	P5	63	S2	79	S5	90
P2	49	P6	70	S3	100	S6	60
P3	65	P7	60				

Accommodation

The school benefits from modern facilities including specialist areas: Learning Resource Centre (LRC), sports facilities (indoor & outdoor), Drama Studio, ICT suites, Music rooms, Craft, Design & Technology workshops, Art & Design, Home Economics, Science labs, Support facilities, Dining facilities & Assembly Hall.

Nursery

Our school's nursery is located adjacent to our primary school, with a self-contained area and a dedicated outdoor area.

Primary School

Our Primary School benefits from shared accommodation such as Assembly Hall/Stage, Learning Resource Centre, Games Hall, playing fields, access to additional specialist curricular areas and some sophisticated aids to learning and teaching normally found only in secondary schools.

Secondary School

Our Secondary School provides a wide range of facilities and subject availability for pupils from S1-S6. Pupils are presented for a full range of National Qualifications at the Senior Phase.

Community Use of Facilities

Making school resources and facilities available to the local community is another key aspect of how the school seeks to work with the people of Auchterarder and surrounding areas. To this end, a number of the school's facilities – particularly sports and leisure facilities - are open in the evenings and at weekends. Out of school hours, our school's sports facilities are managed by a local charity – Auchterarder & District Community Sports Hub (SCIO no. SC050504).

3. Enrolment and Catchment Area

The catchment area of the Primary is the town of Auchterarder, Cloan, Findo Gask, Glendevon, Tullibardine, Strathallan and generally the rural area adjoining the town.



The catchment area for the Secondary includes not only the catchment area for Primary but also the associated Primary schools in Aberuthven, Blackford and Dunning.

Each year learners who live beyond our catchment area also seek entry to the school through placing requests. To arrange a visit please contact us on 01768 662182.

Visit the Perth & Kinross Council [website](http://www.pk.gov.uk) to find your school catchment area.

Contact Details and other information

School Address: The Community School of Auchterarder
New School Lane
AUCHTERARDER
Perthshire
PH3 1BL

Telephone Number: 01764 662182
Absence Line Number: 01764 661255
E-mail: TCSOAContact@pkc.gov.uk
Website: www.tcsOA.com

Mr D Lambert	Head Teacher
Mr M Rushton	Depute Head Teacher, Secondary (School Improvement)
Mrs S Mahoney-Magee	Acting Depute Head Teacher, Secondary (Support for Pupils & Staff)
Mrs S Ross	Depute Head Teacher, Primary (Nursery-P1)
Mr R Donald-Hewitt	Acting Depute Head Teacher, Primary (Nursery-P1)
Mrs K Dalrymple	Depute Head Teacher, Primary (P2-P4)
Mrs D Hamilton	Acting Depute Head Teacher, Primary (P5-P7)
Mrs Natasha Conway	Business Manager

Parent Council

Chair of the Parent Council: Mrs Fiona Anderson
 Email: TCSOAPC@gmail.com

Raising Concerns

The continuing success and development of the school is built on the partnership that exists between parents, staff, and pupils. Therefore, there is a need for good two-way communication between parents and the school.

Quite often a matter can be resolved by contacting the appropriate member of staff. If you have a concern you wish to discuss, in the first instance, please speak to the nursery manager (Nursery), class teacher (primary) or one of our Guidance Teachers (Secondary).

In an emergency or serious situation, you can of course call at the Main Reception (Secondary building) without an appointment. However, if possible, please send an email or call the school to make an appointment.

If your concern is of serious nature, please contact the appropriate Depute Head Teacher as follows:

Nursery and P1	Mrs Ross	S1 to S3:	Mrs Mahoney-Magee
P2 to P4:	Mrs Dalrymple	S4 to S6:	Mr Rushton
P5 to P7:	Mrs D Hamilton		

Formal complaints should be addressed to the Headteacher, Mr Lambert.

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

[PKC Complaints](#)

If you have any queries about raising a concern or making a formal complaint, please contact the school.

Pupil Absence Procedures and Attendance

Primary and Secondary

A dedicated Pupil Absence Line is set up for you to notify us of your child(ren)'s absence from school. This is a voicemail facility which is available 24 hours a day.

Please ring **01764 661255** as soon as possible, ideally before 8.30am and leave a voicemail message after the prompt, with the following information:

1. Your name
2. Your child's name
3. Your child's class/registration group
4. Reason for the absence
5. Likely timescale of absence

You can also send the above absence information by email to - tcsaabsence@pkc.gov.uk

If your child is required to attend an appointment (e.g. medical appointment) please provide your child with a note, either prior to the appointment or on his/her return to school. Failure to inform the school will result in your child being marked with an unexplained absence.

For emergency appointments, which require pupils to be taken out of school on the same day, please contact the main school number and speak with a member of the admin team.

Parents who may wish to keep their child off school for some acceptable reason should send a note to the Head Teacher explaining the circumstances, asking in advance for the necessary leave of absence. Every effort must be made to minimise any disruption to your child's education.

In order to keep a careful check on non-attendance we utilise the text messaging service called **Groupcall**.

Parents/carers have been asked to provide the school with one mobile number and the name of the person who should be contacted with any Groupcall text message.

Unless we are notified of a reason for absence, on the first day of absence you will receive a Groupcall text message requesting information regarding the reason for absence.

Please respond to the message either by letter or telephone call to explain your child's absence. Groupcall messages will continue to be sent if we do not get a response and your child remains absent. Parents are unable to reply with a text message. You will know that the message is a legitimate one because it will be sent to you from Groupcall and 'Com. Sch. of Auchterarder' will appear at the front of the message.

Our Administration staff liaise with pupils and parents with regard to pupil attendance and late-coming.

Nursery

Absence can be notified using the absence line above. Nursery children should report directly to nursery on arrival.

Attendance and Punctuality

Pupils should be punctual and regular in their attendance. School begins at 09:00 each morning. Pupils should try to arrive five minutes early so that they are in good time for registration. If for any reason they arrive too late for registration or come in late at any time during the day, pupils should report to:

- Secondary pupils - Main Reception, located at the entrance to the Secondary building and receive an 'Acknowledgement of Late Arrival' slip before going to their classes.
- Primary pupils – Pupils should attend at Secondary reception to sign in and provide their lunch choice, then enter the Primary school via the Primary reception.

Pupils must not leave the school premises during the school day, apart from lunch-time (Secondary pupils only), unless permission has been sought from a member of staff. If pupils do have to leave school during the day for any reason, they must report to the Main Reception both on leaving and returning.

If a pupil is late for any reason, a note of explanation would be appreciated. It is important to avoid, where possible, any breaks in a child's education. Accordingly, parents are encouraged not to arrange family holidays in school time.

Cases of significant or repeated unexplained absence having a detrimental effect on a pupil's education are normally referred to the Authority for further action.

Communication with Parents

Groupcall

We operate a text messaging system called Groupcall which enables us to send text messages to parents' mobile phones. This means we can pass a message to groups of parents quickly and easily. Text messaging, in addition to notifying parents of pupil absences, will only be used in appropriate situations, for example:

- Changes to school meetings or events
- Cancellation of after school activities
- School closures of any kind
- Reminders for notes when pupils are absent
- If a child has been placed on detention

Groupcall e-mail communication is used to notify parents of general updates including the Parent Calendar, School Newsletters, events etc.

Parent Portal

Parent Portal is the system used for Parents/carers to advise school of key information, such as contact details. The portal is also another way for school to share information with parents/carers.

To allow us to make best use of this facility it is important that parents sign up to Parent Portal and use Parent Portal keep us updated of any changes to their mobile phone numbers and email addresses.

School Website

The School website address is: www.tcsOA.com

Learning Journals (Nursery/Primary)

Learning Journals is used across the nursery and primary classes. It is a platform by which children, teachers, parents/carers and families can regularly view children's achievements and share successes with them.

Satchel One (Secondary)

We use a programme called Satchel One to share information about positive and negative behaviours with parents / carers and pupil through an app. Login details are shared when pupils join our school and can be shared as required by any parents who are not able to log on. The majority of information shared is positive and designed to ensure parents / carers are aware of the positive behaviour choices and learning experiences of their children.

Parent Contact Meetings

A number of Parent Contact meetings will be held throughout the year. During these meetings, you will be able to hear a first-hand report on your child's progress and attainment from his/her class/subject teachers and be able to obtain answers to any questions you may wish to ask. Your child will benefit greatly from your attendance at these meetings. Teachers want to find ways of improving performance and your support will help them to do this. We use an online booking system to arrange parents' evening appointments with your child's teachers.

In the event that you are unable to attend parents contact meetings and have any concerns regarding a particular subject, please contact the school and we will arrange a suitable time for you to discuss your issue with a Depute Head Teacher.

School Newsletter

To keep parents up to date with school news and informed of events and initiatives, our school Newsletter called "the Pulse" is published on SWAY and sent out regularly by email.

Contacting school

Parents should contact school using the contact details above. For urgent issues, please contact school by telephone.

We respond to enquiries in line with **PKC Customer Service Standards**, however we aim to respond to parents within 24 hours, especially where this is an urgent enquiry.

Please see the link below to the PKC Customer Service Standards:

[Customer Service Standards - Perth & Kinross Council](#)

Arrangements for New Pupils Entering School

Children starting P1 and S1 are automatically enrolled at their catchment primary or secondary school (see above).

For information on school enrolment, including enrolling at a school outside the local catchment area or for families who have recently moved to Perth and Kinross, please visit the school enrolment section of Perth and Kinross Council website:

[School enrolment - Perth & Kinross Council](#)

Parents wishing to enrol their child at this school, outwith the normal process for starting P1 and S1, are invited to contact the relevant member of the school staff team, via the office, to arrange a visit to the school:

- Mrs Duncan: Nursery
- Mrs Ross: Nursery-P1
- Mrs Dalrymple: P2-P4
- Mrs Hamilton: P5-P7
- Mrs Mahoney-Magee: S1-S3
- Mr Rushton: S4-S6

All new enrolments will have 'buddies' assigned to them from their peer group, who will ensure they find their way around the school and act as an initial point of social contact. For Secondary pupils, this initial visit will also include discussion of appropriate courses for the child/young person.

In Secondary, each child/young person is assigned to one of our two Principal Teachers of Guidance, who will make early contact with parents/carers, and work in partnership with them to ensure a smooth transition and on-going support for the child/young person.

5. School Ethos

Vision, Values and Aims

Our School Motto is:

"Strive To Excel"

Our Combined Vision and Values are:

Building a community of learners who are:

H – Happy
E – Engaged
A – Ambitious
R – Respectful
T – Trustworthy

The Community School of Auchterarder – at the HEART of our Community

Our school Aims are:

- To provide excellence and equity in learning and teaching
- To ensure that the rights of all are respected by everyone
- To actively promote the Health and Wellbeing of all
- To develop and maintain strong community partnerships

Celebrating Achievement

The school actively promotes and celebrates achievement in a number of ways including:

- Assemblies
- School Newsletters
- School website
- Learning Journals/Global Bridge
- Twitter feed
- Local press
- Standards and Quality Report (annual publication)

Community Links and Partnerships

The school has developed strong partnerships and links with the local community, businesses and agencies which include the following:

Active Schools	Live Active Leisure Partners
Auchterarder & District Community Sports Hub	Logos
Auchterarder & District Rotary Club	NHS
Auchterarder Picture House	Perth & Kinross Council – Early Education & Childcare team
Auchterarder & District Rotary Club	Parkdale Care Home
Auchterarder Community Partnership	Perth College/University of the Highlands and Islands
Auchterarder Parish Church	Perthshire Rugby Club
Cheeky Monkeys Nursery	Police Scotland
Doodlebugs Nursery	Scottish & Southern Energy
First Responder	Skills Development Scotland
Friends of Aytoun Hall	Tayside & Central Fire Service
Gleneagles Hotel	Developing the Young Workforce Tay Cities
Highland Spring	

Positive Behaviour Management

Restorative Practice

Since 2011/12 and in line with National and Perth and Kinross Council Priorities, the school has been implementing Restorative Practice as a means of resolving conflict. We share clear expectations for Nursery, Primary and Secondary pupils based on our values:

- Happy - We will try to make ourselves and others as happy as possible
- Engaged - We will join in with our learning and try our best to do well
- Ambitious - We will challenge ourselves to try new things
- Respectful - We will care for ourselves, others and our school
- Trustworthy - We will try to make the right choices

Promoting Positive Behaviour Expectations – Primary

In primary, certificates are awarded regularly to those exhibiting the school's expectations. These are celebrated at assembly and also rewarded by SLT. Pupils are nominated by class teachers for personally demonstrating our school expectations.

In Nursery, the use of stickers celebrates children's engagement with the school values. This

allows parents to initiate learning conversations at home.

Our House System in primary supports good relationships and strong social skills. House Points are awarded to pupils for:

Demonstrating a school value	2 points
Going above and beyond	10 points

Some classes also have their own reward system to meet the needs of the class.

Other ways positive behaviour is recognised:

- Bronze (25 points), Silver (50 points), Gold (75 points), Platinum (100 points) and Diamond Awards (150 points) for house points in primary.
- Other certificates
- Prizes at prizegiving
- Extra playtimes
- Health and wellbeing mascots
- Leadership roles
- Value stickers (HEART) in Nursery, as well as various day-to-day opportunities

Positive behaviour management, including Circle Time, The Bounce Back Programme, and the House System is for the following purposes:

- To promote teaching and learning
- To enhance pupils' self-esteem, encourage self-respect and respect for others
- To encourage pupils to develop independence through becoming responsible for their own behaviour, and achieving self-discipline and self-control
- To develop interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolving skills

This is done through:

- The promotion of good behaviour
- A clear statement of what children should do and not do
- Consistent recognition of children who keep the rules, with a balanced combination of rewards
- Dealing with unacceptable behaviour in a manner which is likely to reduce the behaviour recurring, including a scale of sanctions
- Letting everyone know there are rules, children, staff, parents, etc. and making it in everyone's interest to keep them
- Emphasising to the child that it is the behaviour which is unacceptable, not the child
- Being part of a team

2-18 Relationships Policy - Secondary

The aim of this policy is to establish and maintain a school climate that is based on positive relationships and mutual respect between teachers and pupils. All staff play their part in encouraging pupils to:

- Be polite and well behaved at all times
- Develop self-discipline and a sense of personal and social responsibility
- Acquire positive attitudes and values based on mutual co-operation
- Develop a respect for other people and their points of view
- Become increasingly responsible for their own learning and behaviour
- Develop the personal qualities and social skills necessary for success in society

There is a system of staged intervention strategies and consequences built into the policy. Each stage is designed to allow the pupil to reflect on his/her behaviour and step back from

any escalation of unacceptable behaviour.

If a pupil requires a higher level of support with behaviour, he / she may be placed on report which means that their engagement and learning is commented on each period by their teachers to ensure improvement is made and challenges are fully understood.

Wherever possible, positive behaviour is rewarded. The conscious and strategic acknowledgement of positive behaviour is a key strategy in the Relationships Policy.

Please also refer to the current Relationships Policy on the school website:

[TCSOA School Policies](#)

Anti-Bullying Policy

Our Policy is based on the Perth & Kinross Anti-Bullying Policy. The continued aim of our school ethos is to maintain and develop a friendly and caring environment where children, staff and parents work together in all aspects of school life. Pupils are taught to have respect for each other and the school. Bullying of any kind is unacceptable, and a range of strategies is employed to tackle any instances. Our policy highlights the importance of reporting all unkind or bullying behaviour – allowing staff to agree an appropriate way to repair damaged relationships and review that pupils all of our pupils feel safe and cared for in school.

If you feel your son/daughter may be experiencing any form of bullying then the first point of contact is your son/daughter's Principal Teacher of Guidance, which you will be advised of as part of your child's transition.

Please also refer to the current Anti-Bullying Policy on the school website:

[TCSOA School Policies](#)

Development of Pupils' Values

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

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

6. Parental Involvement

We know from national research that children do better at school and achieve more in life when parents and schools work together. Only 15% of a child's life is spent at school, and so it is very clear that parents have the most influential role in a child's education. In working together, we will aim to ensure that every child does the best they can at school and beyond.

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

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

Parent contact meetings and parent information evenings take place throughout the year - details of dates and times are available from the Parent Calendar which is published at the start of each school year and is available on our school website.

Parents are encouraged to make an appointment and come into school to discuss any concerns.

We are keen to seek feedback from parents and we regularly seek views and gather opinions.

Parent Council

The Parent Council meet regularly with the Head Teacher and other school representatives. Further information regarding Parent Council membership and meeting dates are available from the Parent Council area of the school website.

A number of fundraising events take place throughout the year which are organised by the Parent Council and monies raised provide valuable contribution to the school for activities and other resources.

Please see the PKC [parental involvement webpage](#) for further information.

7. Transitions

Pupils entering the school in Nursery, P1 or S1

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

Arrangements are in place to enable pupils and parents to visit the school before joining us.

Transition Into Nursery

For more information on transition arrangements, please see our Nursery's Sway: [Nursery Sway](#)

Transition Into P1

A Nursery transition programme is in place throughout the year to prepare pupils for entry into P1.

P1 pupils will attend an induction day in June where they will visit their classroom and meet their teachers. Parents can attend an information session also held in June.

Transition Into S1

P7 Pupils attend a programme of transition days in Secondary between November and May and two full induction days in June. These days give the pupils the opportunity to familiarise themselves with the school and Campus. The induction days in June allow pupils to meet their classmates, teachers and follow their timetable. In addition, an information evening is held for pupils and parents in June. Open evenings are also held throughout the year.

Successful Transitions for Pupils with Additional Support Needs

For children with Additional Support Needs an enhanced transition programme will be discussed and agreed between school staff and parents/carers. This may include additional preparatory visits and a phased enrolment as required.

Planning for successful transition to post-school learning is done through Young Person's Plan Transition meetings anytime from S2 onwards, depending on the level of need. These meetings include the young person, their parent/carer and representatives from relevant agencies including Skills Development Scotland (Careers), Perth College and/or Adult Services (Social Work).

Information about transition is available on our school website.

[TCSOA Website](#)

8. The Curriculum

Primary/Secondary Curriculum for Excellence

Languages:

Literacy and English

Language is a means of communication, which involves Reading, Writing, Talking and Listening skills. These skills are taught in a variety of ways and contexts. The methods used are varied and overlap with all other areas of the curriculum, taking account of the needs of the individual child. Language is not taught in isolation – it is central to all other curriculum areas.

Modern Languages – French and German

Pupils from P1 learn French and are introduced to German in P5. The main emphasis is on talking and listening, to encourage pupils to experience a foreign language with confidence and to have fun. Staff from the Secondary department support the learning & teaching in this area.

Pupils will continue to study the language studied in Primary, in S1 & S2 with expected study to continue for all until at least the end of S3, but recommended into S4.

Numeracy and Mathematics

We aim to:

- Help pupils develop confidence in their ability to use mathematics
- Develop learning through practical activity
- Develop logical thinking
- Develop desirable attitudes toward learning and the fostering of investigative skills

The programmes of study are designed to allow each pupil to progress at a pace suited to the child's ability. By experiment and practical application pupils will reach a sound working understanding of basic concepts in Number, Money, Measure, Problem Solving, Information Handling, Shape, Position and Movement. Pupils also gain experience in working with calculators and computers.

Social Subjects

The overall aim of social subjects is to develop children's awareness of the world around them, i.e. their environment – home, locality, the wider world, things natural and man-made. It covers Social Studies (i.e. People, Past Events and Societies; People, Place and Environment; People in Society, Economy and Business) As pupils progress through S3 they will begin to focus on discrete disciplines; History, Geography and Modern Studies.

Sciences

Science is taught as a discrete subject, although there are curricular links with Maths, English, Technology and Health. In Primary this is taught by class teachers who follow the experience and outcomes of Curriculum for Excellence.

Pupils will practise a range of inquiry and investigative skills, scientific analytical thinking skills and develop skill to become a scientifically literate citizen. Into S3 pupils will begin to focus on discrete disciplines; Biology, Chemistry and Physics.

Health and Wellbeing

Learning through Health and Wellbeing promotes confidence, independent thinking, positive attitudes and positive dispositions. It is the responsibility of each teacher to contribute in this area.

The Health and Wellbeing programme includes mental, emotional, social and physical wellbeing; planning for choices and changes; food and health; substance misuse; relationships, sexual health and parenthood. Physical Education, physical activity and sport are also an integral aspect of Health and Wellbeing and a proportion of this entitlement is delivered by a Secondary PE teacher. Class teachers augment this provision to ensure two hours of PE are delivered weekly across the year. Pupils in S1 are timetabled for 3 periods and S2– S5 are timetabled for 2 periods of core PE.

Expressive Arts

The expressive arts are: Art & Design, Dance, Drama and Music. They are a vital part of the school curriculum and provide pupils with opportunities for creativity and expression.

Art and Design

Each pupil receives art and design activities delivered by the class teacher. Pupils experience a variety of activities including drawing, painting, construction of 3D models, design and make, collage, printing and art appreciation.

Dance

Dance is taught during PE lessons.

Drama

Drama can be linked to any area of the curriculum. Drama activities involve use of non-verbal language, role-play, movement, gesture and facial expressions all of which help give children confidence.

Music

Pupils experience a broad variety of musical activities which include listening, singing, percussion playing and inventing music. Instrumental tuition is available to P4 to S6 pupils. Pupils are taught music by a Secondary Music Teacher.

Religious and Moral Education (RME)

Religious Education is not about indoctrination or instruction in a specific faith, but is about wider moral education, which fosters children's respect for themselves and others, and an appreciation of the world around them. It is often integrated into topic work, the Personal & Social Development curriculum and into the day-to-day life of the school. Specific Christian festivals, such as Harvest, Christmas and Easter, are celebrated, as well as children learning about celebrations in other faiths. Many religions of the world are studied with the aim of helping children to take their place in our multicultural society. Where possible we invite guest speakers from other world religions to share their faith with children.

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

Technologies

Pupils in Secondary have enhanced technology experiences through, Craft Design & Technology, Business Education, Computing and Health, Food and Fashion Technology. All children have regular access to our networked computers as technology permeates all areas of the curriculum. Staff have been trained in their use and there is a wide range of programs to enhance all areas of pupil work both in the classroom and in the Computer Suite.

S1/S2

During S1 and S2 all pupils will follow a Broad General Education working in the curriculum areas as described above with setting in English, Mathematics and Modern Languages.

The first two years of Secondary education provide for pupils the opportunity to:

- build on their experience of the Primary School;
- continue to discover their strengths and areas for development, especially in the new subject areas they will be following;
- prepare for the Senior Phase of Secondary education.

We hope your child will settle happily as a pupil in the school and with your encouragement and interest involve themselves in their studies and other school activities. It is important that pupils take the opportunities that are available to them, produce the best quality work of which they are capable and have the will to succeed.

As we continue further implementation of the Curriculum for Excellence Programme and a period of curriculum transition, we may adjust subject allocation time. This will provide for

personalisation and choice and also an increased personal/wider achievement dimension. The Wider Achievement Programme was introduced in session 2013/14 for all pupils – S1 to S6.

S3/S4

The shape of the curriculum in S3 and S4 is based on a continuation of the principles of the Broad General Education (BGE) and progression to National 4 and National 5 certificates. On entering S3, whilst still adhering to the BGE, pupils will personalise their curriculum where there is a greater focus on more discrete subject areas leading to National Qualifications. Pupils are supported in choosing a balanced curriculum.

The main differences between the courses taken in S1 and S2 and those in S3 and S4 therefore are:

- fewer courses taken (allowing greater curriculum personalisation)
- a guided/recommended selection of course pathways
- success marked by the award of a national certificate (course content laid down nationally and examined by national bodies external to the school)

Pupils and parents will be kept fully informed about the requirements of the courses at this stage. A special support programme is organised for pupils within S2 PSE and for parents, including website information with subject information and course choice option forms as well as a Parent/Teacher evening where parents can meet with staff in order to discuss curriculum pathways.

These arrangements should allow pupil to choose pathways, according to their needs within a framework of educational opportunities. A balanced curriculum keeps options open and allows pupils to adapt to changing circumstances as they grow older. Please also note that individual courses will run dependent on the availability of staff and viable numbers opting for the course.

National Qualifications' courses have been developed for pupils of all levels of ability from N2 – N5, Higher and Advanced Higher. Each pupil will work at a level appropriate to his/her ability. Assessment can still involve formal examinations (National 5 and beyond) but it is important to note that the final award in national courses is dependent to a large extent on progress in class, with assignments, investigations and homework given throughout the course.

We also offer National Progression and Skills for Work Awards at Levels 4-6 in an effort to provide additional pathways for young people and have developed NPAs in Tenancy and Citizenship, Business and IT, Team Sports, Exercise and Fitness as well Skills for Work courses in Travel and Tourism and Hospitality. Further information regarding National Qualifications can be accessed through the Scottish Qualifications Authority (SQA) website at www.sqa.org.uk.

During S4, pupils will be offered the opportunity to participate in Work Experience, arranged through Guidance Staff. This process begins in the June of S4 where pupils prepare for the Work Experience programme during their PSE period. Employability skills are also a key focus in the Fourth year for all.

S5/S6

Following SQA examinations, pupils may decide to leave school on the leaving date of 31 May if age permits, i.e. 16 years old before 1 October following the leaving date. Increasing numbers of our pupils return to school after S4 and choose a provisional Fifth Year course to follow throughout June after the new school timetable begins. This time is vital to success in Fifth Year courses. The provisional Course Choice is confirmed and altered in the light of examination results when pupils return to school in August.

At this stage a substantial amount of personal choice is involved in the selection of individual courses. It is essential that pupils avail themselves of careers and other advice available before making these important decisions.

We expect our pupils to build on the successes already achieved in S4 and we seek to ensure that the pupils link their course choices to their future plans. School/College Partnership

Courses at Perth UHI and Virtual Campus courses are also available to young people as they enter S5/6.

Sixth Year pupils are granted certain privileges, accompanied often by additional responsibilities, especially if they are chosen as a Prefect, House Captain or School Captain. One privilege is that of study time. This is done under supervision in the Learning Resource Centre or out of school during identified study time. Learning to effectively use personal study time is an important aspect of preparing for college or university.

Pupils in Sixth Year may have a lesser load in terms of subjects and consequently can be involved in school and/or community service. Pupils are encouraged to take advantage of this not only to help others but to help themselves by widening their contacts with people and broadening their range of experience.

For most pupils who follow academic courses culminating in SQA examinations, the target is to gain the qualifications necessary to enter Further or Higher Education at a suitable level or go direct to a chosen career. Their studies and career investigations will be guided principally and in the first instance by the Guidance staff.

Skills Development Scotland (SDS)

Careers advice is regularly sought and required. Pupils will be informed about the types of careers available, often through talks by representatives of those careers and encouraged at frequent intervals to investigate some likely careers for themselves, matching them to their progress in school and the development of their interests. At any point, but more especially from S4, each pupil will have, if they request it, an interview with our Careers Coach whose task is to provide specialised information and coach. The Guidance team will assist with the organisation of an interview with the Careers Coach.

Parents are welcome to join in this process of careers advice at any time by approaching the Head Teacher or attending the interviews in school with the Careers Coach. Your child will tell you when these have been arranged and normally receive a text message to alert them to this.

Our Careers Coach is based in the Guidance Base (Room 206) in the Secondary Building and provides the following service:

- Assistance with subject choice
- Class sessions and one to one sessions covering topics such as career options after school; University/College; jobs for school leavers etc.
- Career Interviews: Any pupil can ask to see the Careers Coach to discuss career plans and career options as these develop, especially relevant to S4-S6 pupils. Parents should encourage their children to speak to the Careers Coach from time to time. The Careers Coach is also very happy to meet parents to discuss any issue
- Assistance with placing into employment and training
- Careers Information for pupils and to support the school careers library

Relationships Sexual Health and Parenting

These areas of health and well-being are addressed more specifically within the PSE programme, but is also embedded within your child's wider education about relationships and healthy living.

Careful monitoring is used to ensure that:

- National and Authority guidelines are adhered to
- Teaching and learning are appropriate to children's age, understanding and development
- No inappropriate teaching or use of inappropriate materials occur

Parents are consulted in advance when our programme is being developed or reviewed and individual parents are able to raise any related concerns with the Head Teacher.

9. Assessment & Reporting

Assessment

Assessment is on-going where progress is regularly monitored by the teacher in relation to previous attainment levels. Assessing in this way gives us a good picture of how a child is progressing. It also tells us whether the child is working to the best of his/her ability or whether it would be beneficial to have extra support.

Assessment is also used by the teacher to plan effective teaching which is suitable for the age, aptitude and ability of the individual pupil.

In Primary, we use a range of formative (day-to-day) and summative (diagnostic or end-of-topic) assessments. Pupils in P, P4 and P7 also undertake National Standardised Assessments, the results of which are collated by the Scottish Government to ensure progression.

Pupil performance is carefully monitored through appropriate assessment of different types, including formative and summative, at regular intervals. Sometimes examinations (a more elaborate “test”) take place, but the teacher’s opinion of pupil progress is based upon all assessments and not on one examination. Continuous assessment along with examinations is used by all departments. It is very important that pupils not only work hard and improve their skills and knowledge but impress their teachers with a willing attitude.

S4 prelims tend to take place in December while S5/6 prelims take place in January.

There is no study leave granted for prelim examinations however all pupils can benefit from 20 days of study leave for the SQA exam diet in April/May. Teachers are constantly on hand to give assistance and in certain circumstances will require pupils to attend special revision sessions.

Assessment needs to:

- Reflect the principles of Curriculum for Excellence
- Relate to planned learning experiences
- Have the flexibility to meet the needs of all learners
- Involve learners

Profiling

By the end of Session, all P7 and S3 pupils will have completed a Pupil Profile, documenting their achievements, progress & skills. In S3, this is administered via PSE lessons and through the My World of Work profiling tool.

Reporting

Reporting takes place in various formats throughout the session for all year groups (3-18). Methods of reporting include:

- Tracking Reports
- Action Plan Reports
- Parent evenings and drop-in sessions
- Open evenings

Please refer to the Parent Calendar (available from the school website) for further information of planned dates for Reporting.

10. Support for Pupils

Provision for Additional Support Needs

We recognise that children or young people may need additional support at any time during their school life. We also recognise that any number of different circumstances can affect an individual child's ability to learn. Support may need to come from health, social work or certain voluntary organisations, as well as from within education.

Whatever your child's needs, we will strive to identify them as early as possible and provide the necessary support in a way that does not make your child feel singled out.

All class and subject teachers at The Community School of Auchterarder hold the responsibility for educating all pupils (including those with Additional Support Needs) but receive support, advice and guidance from Support for Pupils staff from within Guidance, and Support for Learning.

Support for Learning

Support for Learning teachers have a responsibility to:

- Assess the learning needs of individual pupils
- Identify appropriate strategies, courses and materials to address learning needs
- Collaborate with class teachers, parents and pupils to develop Learner Profiles for pupils with additional support needs and work in partnership with class teachers to ensure that learner needs are met and Additional Assessment Arrangements for SQA exams are in place
- Work in close partnership with parents/carers, other Support for Pupils staff (e.g. Community Link Worker and Guidance teachers) and support agencies to monitor and review the additional support needs of, and the adequacy of additional support provided for, each child and young person with additional support needs.

All staff in the Support for Learning Department use the principles of GIRFEC (Getting it Right for Every Child) to identify and meet the needs of any child or young person with additional support needs.

Further Information and Advice

School contacts:

Nursery:	Mrs S Ross - Depute Head Teacher Mr R Donald-Hewitt - Acting Depute Head Teacher Mrs S Duncan – Acting Principal ECP
Primary:	Mrs S Ross - Depute Head Teacher/Mr R Donald-Hewitt - Acting Depute Head Teacher (P1) Mrs K Dalrymple - Depute Head Teacher (P2 to P4) Mrs D Hamilton – Acting Depute Head Teacher (P5 to P7)
Secondary:	Mrs K Nicol – Principal Teacher of Additional Support Needs Mrs S Mahoney-Magee – Acting Depute Head Teacher (Support for Pupils and Staff)

Information on additional support for children and young people with additional support needs is available on the Perth and Kinross Council website:

[Schools - additional support - Perth & Kinross Council](#)

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

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

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

- Telephone Helpline: 0345 123 2303
- Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk. Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

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

Guidance (Secondary)

On entry to the Secondary, pupils are allocated to a Guidance/House class, with all classes containing pupils of different abilities.

All teachers are willing to give first line guidance and help to any pupil who approaches them. Pupils will also be linked with a Principal Teacher of Guidance who can provide more specialist support when it is needed.

The Guidance "team" comprises the Head Teacher, two Deputy Head Teachers and three Guidance Principal Teachers. They will approach all pupils at suitable times to offer advice and help.

Parents should encourage their child to approach any member of the team to seek advice or help.

In addition to personal guidance, Guidance Principal Teachers:

- Arrange 1:1 interviews with pupils as required
- Help pupils make appropriate subject choices
- Support pupils by preparing and teaching (1 period per week) the school Social Education Programme for S1 to S6
- Identify and support pupils at risk for any reason
- Support the monitoring and tracking of pupil attainment
- Provide effective communication with primary schools and external agencies e.g. Educational Psychology Service, Social Work Department, local employers etc.
- Offer personal counselling to all pupils on request at any time in the day convenient to teachers, Guidance Staff and pupils
- Help pupils in their choice of career, University, College and job applications

11. School Improvement

Achievements

Each year, the school publishes a *Standards and Quality Report* which details school achievements and performance information relating to the previous school session. A copy of the Standards and Quality Report 2024/25 is available from the school website.

School Improvement Planning

Our school improvement plan is informed by the National Improvement Framework, as well as developments unique to Perth and Kinross Council and the school itself. This session, our school improvement priorities follow on from our self-evaluation and work with the Inclusion team in the authority. Having carefully considered the feedback we have received from children, young people, parents/carers, and school staff, we have agreed the following

school improvement priorities for the session ahead.

Improvement Outcomes

➤ ***Improve the quality of learning, teaching and assessment to ensure consistently high standards and better outcomes for all learners***

- The school aims to enhance the quality of learning, teaching and assessment by ensuring consistent use of clear learning intentions and success criteria, improving questioning and feedback strategies and increasing learner engagement and understanding of progress.
- Staff will be supported through targeted professional learning and digital platforms such as Learning Journals and Satchel One will be used to strengthen communication with families.
- A particular focus will be placed on improving outcomes for the lowest attaining 20% of learners through structured interventions and tailored learning pathways.

➤ ***Improve the physical and social environment to foster a safe, inclusive and engaging setting that supports wellbeing and learning for all children and young people.***

- The school is committed to creating a safer, more inclusive and supportive environment for all learners.
- Staff will receive training in trauma-informed practice, autism and neurodivergence and mental health awareness to better meet the needs of children and young people.
- Improvements will be made to classroom environments using inclusive frameworks such as CIRCLE.
- Communication to parents will be strengthened through support groups and ambassador roles.
- These actions aim to foster a culture of wellbeing and ensure that all learners feel safe, understood and supported.

➤ ***Strengthen self-evaluation and quality assurance processes to ensure consistent and effective implementation of policies across the school campus.***

- To ensure consistent and effective policy implementation, the school will embed strategic self-evaluation and quality assurance processes across the campus. A new policy and calendar will guide this work, supported by staff training in evaluative language and data use.
- Leadership role and remits will be reviewed and clarified to enhance accountability and data dashboards will be used to inform planning and reduce inequalities.
- Improved pupil voice and clearer communication with families will ensure that all stakeholders are engaged in the school's improvement journey

In addition, we have set improvement outcomes that relate directly to our Nursery setting. For Session 2025/26, these are:

- By June 2026, all children, staff and parents will demonstrate knowledge and understanding of our nursery Values, Vision and Aims and Motto demonstrating a sense of belonging to our nursery community.
- By June 2026, 100% of staff will increase their knowledge and understanding of autism spectrum disorder (ASD) resulting in needs of our children with Autism or awaiting diagnosis being met.
- By June 2026, there will be an increase from 82% to 91% of children achieving their Gross motor skills milestones and from 67% to 75% of children achieving their fine motor skills milestones.

12. School Policies & Practical Information

School Policies

School policies and procedures are available on our website.

[TCSOA School Policies](#)

Homework

In **Primary** the aim of homework is to extend children's education and, through fostering parental involvement, to develop a link between home and school. In setting work to be completed at home, the teacher takes into account the needs and abilities of the individual pupil and ensures that the work load is never excessive.

We hope you will help further your child's education by hearing them read. To assist you we have prepared some notes which we hope are helpful. To be good readers your children must be sure of themselves, relaxed and confident that they can manage, so:

1. Let them know you want to hear their reading each evening after school.
2. Set a regular time when you know you can attend to them without being disturbed.
3. Keep the length of the session short, not more than fifteen minutes at most. If they are not attending well, stop the session and arrange to complete it later.
4. Sit them by you, away from others in the family and away from television, computer games etc.
5. Listen to them reading.
6. Quietly tell them any difficult words as they come to them.
7. Try to prevent them making errors. It is better to tell them the word quickly than to allow them to struggle.
8. Be patient when they stumble over words that adults think are easy; small words often look alike and can be very difficult to learn.
9. If you know you are getting short-tempered, stop and arrange to finish it another time.
10. Encourage them all the time and show them at the end of the session that you are pleased with them.

The benefits derived from homework may be greatly enhanced through your active encouragement and supervision. To assist in this, all children are provided with Reading Records which not only provide a record of work done but also give you the opportunity of commenting on your child's progress.

The amount and type of homework set varies from stage to stage. In the early years homework will consist mainly of reading, but from Primary 3 onwards appropriate written homework in all areas of the curriculum is given. You can encourage the development of a good work habit by ensuring that tasks are completed neatly and promptly.

While much of the homework set may be of a formal written nature, the child may, of their accord, decide to extend their Environmental Study into the home. This should be encouraged since homework of this type can help to develop a lasting interest in worthwhile leisure pursuits. The provision of reference books and encyclopaedias in the home would help to foster these valuable, independent study habits.

In **Secondary** we believe that homework is one strategy teachers are encouraged to use to:

- involve parents in the formal aspects of their children's learning
- develop the skills of independent learning
- develop research skills
- extend learning outwith the school environment
- extend classroom learning
- consolidate classroom learning

What is Homework?

Any task which a student undertakes outwith timetabled lessons will be called 'Homework'.

Parents/carers are encouraged to check that their child is engaging with homework tasks on a regular basis through the use of Sachel One. Every homework task set by teachers will be posted on Sachel One for parents/carers to support their children with home learning.

Quite often teachers will post homework assignments on the class Microsoft Teams site but should always signpost homework tasks through Sachel One to ensure families are aware.

Composite Classes

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

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

Why are Composite Classes Formed?

Schools are staffed to agreed standards based on the total number of pupils within the school, regardless of the number of children in each year stage. Head Teachers organise their classes to make best use of available staff, resources and space. Both educational and organisational factors are therefore taken into consideration when forming a composite class.

How are Composite Classes Formed?

The Head Teacher/Depute Head Teacher will use the following criteria to form classes:

- Date of birth
- Gender balance
- Additional Support Needs
- Family Circumstances e.g. Twins

Social and learning groups are not factored into this decision.

The Head Teacher will structure classes based on advice given by the education authority. In Perth and Kinross Council, composite classes are usually formed on the basis of age.

This means, for example, that when forming a P2/3 class and a single stage P3 class the Head Teacher would allocate a group of the oldest P2 children to the composite P2/3 class. Likewise, in forming a single stage P4 class and a composite P3/4 class the youngest group of P4 children would be placed in the composite class.

How can a Teacher Teach Two or More Stages at Once?

Whether your child is in a single stage class or a composite class, you can be confident that the staff in your school are skilled at providing appropriate teaching and learning opportunities for all children. Your child will be working within a programme of nationally agreed guidelines and the activities will be appropriate for his/her age, ability and aptitude. Opportunities for children to work and learn with others in their stage are built in throughout the session.

Uniform and Clothing

All Pupils are encouraged to wear school uniform. The great majority of parents have, on past occasions, shown that they agree completely with this policy and they support the reasons for it. Wearing school uniform is an indication that pupils share a sense of belonging to and pride in their school and that they accept the school's code and standards of behaviour. Uniform emphasises the fact that pupils will be treated equally and serves as an aid to the security of pupils within and indeed outwith the school grounds. It also eliminates peer pressure to dress in the latest designer clothing.

We hold sales of pre-loved uniform throughout the year.

Uniform does not mean that a pupil's individuality will be suppressed in any way.

School Uniform (Primary)

In primary, our children and young people are expected to wear their school uniform as detailed below except on days when they have PE. You should already be aware of which days your child has PE, and on these days, they should wear their PE kit to maximise time for learning by avoiding having to get changed.

Primary uniform is as follows:

- White Polo Shirt (with or without a school logo).
- Royal Blue School Jumper (P1-P6) or Black School Jumper (P7) with school logo.
- Royal Blue Cardigan (with or without school logo)
- Black school trousers, skirt, culottes, or tailored shorts.
- Smart black shoes with black socks/tights.

For PE, children in primary should wear:

- Royal blue polo shirt (with or without school logo).
- Black shorts/joggers.
- Grey hooded sweatshirt (with school logo – optional).

Primary children should bring a pair of indoor shoes (gym shoes) which are kept in school.

School Uniform (Secondary)

Following a recent consultation with young people, parents/carers and staff, it was agreed that our traditional school uniform would remain in place.

Young people in secondary should therefore wear:

- A white shirt that can be buttoned to the top.
- A school tie (available to buy from the school office).
- A black V-neck jumper or cardigan with or without TCSOA logo.
- Black school trousers, skirt, culottes, or tailored shorts.
- Smart black shoes with black socks/tights.
- Prefects should wear a blazer with appropriate braiding.

The following items should not be worn:

- Leggings (these can be worn for PE but not as part of our formal school uniform).
- Jeans (even if they are on sale in the 'school wear' section).
- Denim jackets, hoodies, or jumpers with branding.
- Trainers or black shoes with white banding at the bottom/white laces.

We ask that all shirts are buttoned to the top with the school tie worn smartly. As stated above, we also ask that the only jumpers worn are plain, black, V-neck jumpers. Jumpers with sports or fashion logos/branding should not be worn.

For PE, young people should bring:

Indoors:	Outdoors:
Plain t-shirt (white or royal blue)	Plain black/light grey sports jumper or plain hoodie.
Plain black shorts / track suit bottoms / leggings / $\frac{3}{4}$ lengths	Waterproof sports jacket.
Clean indoor trainers	Outdoor trainers / football boots.
	Towel to dry off in case of rain.
	Bag to put dirty kit in.

It is recommended that on days when young people have PE timetabled, they always bring indoor kit with them. PE teachers will advise as appropriate, however in cases of adverse

weather plans may need to change meaning indoor areas are used instead.

Please be reassured that any conversation regarding school uniform will be respectful and sensitive to the varying circumstances families currently find themselves in.

Help with the Cost of School Uniform

You may be able to get financial help with your child's school clothing and shoes. This help is called a 'school clothing grant'. For those who qualify, at least £120 (primary) or £150 (secondary) will be made available. Applications for this (and free school meals) can be made via the Perth and Kinross Council website (link below).

[PKC - Free school meals and school clothing grants](#)

Transport

Parents of pupils travelling on school transport are asked to impress upon their children the need for a good standard of behaviour. Clear warnings will be issued to those not complying with expectations and if necessary, the Authority will have to take action. I.e. withdrawing child's bus pass. In such cases, the parent is responsible for arranging transport to and from school.

There will be a charge for a replacement bus pass.

How do I get free school transport?

Free school transport is only available to pupils attending their catchment school and living more than two miles (Primary) or three miles (Secondary) from the school measured by the shortest available walking route.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

Further information is available from the Council's website:

[PKC - School Transport and Trips](#)

Health Care

The Community Health Service organises a programme of health care through the visits of various specialists to the school, e.g. Doctor, Dentist, Speech Therapist, and Health Visitor.

Pupils are screened at different stages and you will always be informed of the next stage in the programme of health care. When you are asked to complete and return a form, it greatly aids the school administration if this can be done by the date set. The Community Health Service operates in close liaison with family Doctors.

Please inform school, as soon as possible, of any medical conditions or disability which might affect the progress of your son/daughter in school.

Medical Care

Minor injuries are treated by trained school staff.

Where professional medical treatment is considered necessary, parents will be informed by telephone. If neither parent nor emergency contact can be reached, the Head Teacher will arrange for the child to be taken for medical help and parents will be advised as soon as possible. When a child becomes unwell at school and is unable to take part in class activities, parents will be informed and asked to collect the child from school.

In Primary you will receive a note of explanation home with your child should he/she receive an injury during school time. If this is as a result of a 'significant bump on the head', parents will be contacted by phone.

If a pupil becomes ill in school or is injured, the school will try to contact the parent immediately or arrange for the pupil to go to the Health Centre or St. Margaret's Hospital. It is vital that, if both parents are unavailable during school hours you supply us with a suitable Emergency Contact who can act in your place. Where a journey to a hospital is required, it is the parents'

responsibility to arrange this unless, in emergency, the Doctor calls an ambulance. When parents cannot be contacted, the school will try to arrange for the Emergency Contact, relatives or friends to do this.

Note: *Pupil information of a medical nature is shared with members of staff as required and appropriate to the safety of that child within the school etc. Confidentiality at all times will be respected.*

EMERGENCY TELEPHONE NUMBER/S MUST BE LODGED WITH THE SCHOOL AND THE SCHOOL MUST BE INFORMED OF ANY CHANGE OF NUMBER BY UPDATING PARENT PORTAL.

Parents and Carers should ensure that children do not return to school after a period of illness until they are fully recovered.

Administration of Medicines - Policy and Guidelines

There is no obligation on school staff to administer medication of any kind to pupils and parents are asked to note that routine medicine shall not be administered by the school. The guiding principle adopted by providers and parents should be that medicines should be taken out of school hours.

Where pupils require regular medication to be administered or self-administered during the school day, parents should complete the relevant request form available from the school (a copy is also available for download from the school website at www.tcsa.com). This may include written guidance from a medical professional (your GP or Specialist) but please note that the written guidance on the medication will generally be sufficient.

Some pupils carry inhalers for asthma and related illness, which they self-administer at school. It is necessary that parents of pupils who carry their own medication to complete the appropriate form so that an up-to-date record is held for each child carrying medication to school. Please contact the school for the appropriate form or alternatively, please download a copy from the school website.

If a pupil suffers from a chronic illness requiring long term medication or where medication may be required in an emergency situation, parents must contact the school to discuss the situation.

A copy of Education and Children's Services Guidance for Parents on arrangements for the administration of medication to pupils is also available from the school website.

Note that Nursery follow the specific guidance for Early Years in line with the Care Inspectorate - [Children's services medication guidance Dec 24.pdf](#).

School Meals

For information on schools meals, please see the following link to the PKC website:

[PKC - School Catering](#)

Free School Meals

Free school meals are offered to **ALL pupils in P1 to P5** without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in P1-P5.

If your child is P6 or above, you may be able to claim free school meals and a school clothing grant for your child(ren).

If you are aged 16 to 18 years and receive any of these benefits in your own right, you can claim free school meals for yourself.

Further information of how to claim free school meals is available from the Council's website: [PKC - Free school meals and school clothing grants](#)

Nursery

All healthy snack and lunches are free to all children accessing a funded placement. For children

accessing a non-funded place, meals will be a charged. Parents/Carers can opt to provide a healthy packed lunch instead. This information will be provided through ECS Applications during the application process. The Nursery follows the Scottish Governments Setting the Table Framework - [Setting the Table Guidance - gov.scot](https://www.gov.scot/publications/setting-the-table/guidance/pages/1.aspx)

Primary

School meals are cooked on the premises and served to the pupils in self-service style.

Each day, all pupils select their meal choice, via the classroom's interactive Smartboard. This includes the option to select a packed lunch brought from home.

The school operates a cashless catering system. Pupils are issued with an account card which is unique to their personal account. The card simply allows access to their account – no value is carried on the card itself. The preferred method of payment is via a secure online payments system – ParentPay. Credit can be achieved through either cheque or cash payment. Cheques should be made payable to Perth & Kinross Council. Please ensure your child's name and class are written on the back of the cheque.

Menus are available in school and via the Perth & Kinross Council website to enable children to select which days they would like to have school lunch.

Packed lunches are eaten in one of the dining areas or outdoors in good weather. Parents are asked to ensure that lunch box has the child's name on it. Drinks should be in unbreakable containers (no glass bottles, please) and pupils need to supply their own teaspoons for yoghurt, etc.

Secondary

Lunch is provided in the school dining centre, which uses a cafeteria system. Packed lunches can be brought into the dining centre. Parents should inform the school if a special diet is required. Pupils are issued with personal swipecards to buy food (this is a National Entitlement Card or NEC card). As with Primary school meals, preferred method of payment is via a secure online payments system – ParentPay. Payment then automatically credits the pupils' individual card. We have found that this system reduces queues and means pupils do not have to bring money to school each day.

Our Catering Service offer:

- A wide variety of filled rolls, baked potatoes and sandwiches
- Tasty and nutritious home-made soup
- A range of meal options
- A range of fruit, drinks and other items

Snacks are also on sale at morning interval.

Arrangements for Emergency School Closure

Parents/Carers are informed of the Severe Weather Emergency Closure Arrangements during Term 2. The procedures are outlined in the link below. Staff are also made aware of these arrangements.

Extra-Curricular Activities

It is important that children take an active interest in leisure activities. We organise and run House activities which provide opportunities of this sort. We encourage lasting leisure interests both through class work and through school excursions, theatre group visits, music making (including choirs) and sport. As we are a community school, we make every effort to support parents and community groups wishing to use our facilities. Pupils are encouraged to take advantage of the opportunities for enjoyment and personal development, which such activities provide.

There are activities available to pupils during or after the school day providing the opportunity to learn new skills, develop new interests and allow them to work alongside other pupils and teachers.

Pupils are encouraged to participate and, in so doing, they will find that attending school can be a more enjoyable and rewarding experience.

The list below shows an example of the range of activities which are available to pupils during the session. Others may start during the session.

Instrumental Groups School Choir Concert Band Funk Band String Ensemble Pipe Band Computer Club Theatre Visits Public Speaking/Debating Volleyball Gymnastics Badminton Basketball Hockey Rugby Golf Football Dance	Karate Fitness room sessions Tennis Pickleball Netball Chess Lego Scripture Union Art Exhibition Visits Foreign Excursions Music Concerts Mathematics Challenge School Discos Language Club School Shows Christmas Dances Ski-ing Trips
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For school excursions, the school follows the Council's Guidance document: *'Planning, Managing and Evaluating your Excursion'*. A copy of this document is available from the Council's website:

[PKC - Trips and excursions](#)

Arrangements for Pupil Representation

Prefect Structure

School Captain (2)	Vice School Captains (2-4)
House Captain (2 per house)	

Please see the link to the Prefect policy on our school's website:

[TCSOA School Policies](#)

Organisation of the School Day

Nursery

There are 75 3-5 places, and 5 Strong Start Two places.

Term time hours:

9am – 3pm Monday to Friday. This model follows the wider school holidays.

Extended Years model:

Extended Years: Options 1-6

Option 1:

Monday 8.30am - 4.30pm Tuesday 8.30am - 4.30pm Wednesday 8am - 1pm Thursday 8am - 1pm. No nursery session on a Friday.

Option 2:

Monday 8.30am - 4.30pm Tuesday 8.30am - 4.30pm Wednesday 1pm-6pm Thursday 1pm-6pm. No nursery session on a Friday.

Option 3:

No Nursery session on a Monday. Tuesday 8am - 1pm Wednesday 8am - 1pm Thursday 8.30am - 4.30pm Friday 8.30am - 4.30pm

Option 4:

No Nursery session on a Monday. Tuesday 1pm-6pm Wednesday 1pm-6pm Thursday 8.30am - 4.30pm Friday 8.30am - 4.30pm

Option 5:

Monday 8am - 1pm Tuesday 8.30am - 4.30pm Wednesday 8.30am - 4.30pm. No nursery session on a Thursday. Friday 8am - 1pm

Option 6:

Monday 8am - 1pm. No nursery session on a Tuesday. Wednesday 8.30am - 4.30pm Thursday 8.30am - 4.30pm Friday 8am - 1pm

Primary

P1 – P7: 9.00 am - 12.15 pm 1.15 pm - 3.15 pm

Morning interval

P1 to P4: 10.30 am - 10.45 am

P5 to P7: 10.45 am - 11.00 am

There is no afternoon interval.

Secondary

The timings of the school day are as follows:

Monday- Friday		CCT
Period	Timings	Mins.
Reg. Group	09:00 - 09:06	06
1	09:06 - 09:53	47
2	09:53 – 10:40	47
Interval	10:40 – 10:55	
3	10:55 – 11:41	46
4	11:41 – 12:27	46
5	12:27 – 13:13	46
Lunch	13:13 – 14:03	
6	14:03 – 14:49	46
7	14:49 – 15:35	46

School Assemblies

Primary Assemblies and House Assemblies are held fortnightly, on alternate weeks, in the School Assembly Hall.

Secondary Assemblies and House Assemblies are held on a regular basis throughout the year.

School Term and Holiday Dates

Please refer to the Council's website for School Term and Holiday Dates:

[PKC school holiday dates](#)

13. Child Protection

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 Responsible Healthy Included Achieving Nurtured Active Respected

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.

Child Protection Officers

Each school has a Child Protection Officer appointed to be responsible for Child Protection matters and who is specially trained for the task.

In our school, are Child Protection Officer are:

Mr D Lambert	Headteacher
Mrs S Duncan	Nursery
Miss C Giannandrea	Nursery
Miss L Byrne	Nursery
Mrs S Ross	Nursery, Primary P1
Mr R Donald-Hewitt	Nursery, Primary P1
Mrs K Dalrymple	Primary P2-P4
Mrs D Hamilton	Primary P5-P7
Mr M Rushton	Secondary
Mrs S O'Mahoney-Magee	Secondary
Mrs P Welsh	Secondary
Miss A MacDonald	Secondary

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 Medical Officers, School Nurses and Police, any or all of whom may become involved if Child Protection concerns arise. Beyond this, close working relationships exist with Child Care Social Work staff who are also part of Education & Children's Services. Any discussion to bring in an outside agency will only be taken after involving the School Child Protection Officer.

14. Nursery

Nursery Class Provision

The Community School of Auchterarder Early Learning and Childcare (ELC) setting is a valued part of the wider school community.

Our ELC provision is non-denominational. This means we are inclusive to all religions and beliefs.

The Community School of Auchterarder Nursery is an inclusive, warm and welcoming early learning and childcare setting. We provide early learning and childcare for children from 2-5 years with a fun and stimulating play environment that offers challenge to their learning. At the Community School of Auchterarder Nursery the voice and choices of your child will be valued and respected.

The Nursery is an inclusive environment that promotes child centred play and learning. The needs of our children will always come first, and we strive to ensure we meet all individual needs.

We can welcome 80 children per day ranging from 2 years to school age.

Our Nursery works on a 45-week extended years model which means we are open for 45-weeks of the year. This means that as well as the term time only option, we have 8 places available to children aged 3-5 years for our extended years option, which also includes part of the school holidays. We have 5 Strong Start Two places for our youngest of learners and this is based on the term time model only. The Strong Start Two model is criteria based as it is not included in the Scottish Governments allocation of funded 1140 hours childcare for all 3-5 year olds. We have a full-time teacher during term time to lead the children's learning.

The setting is led by a Principal Early Years Childhood Practitioner (ECP) 2 Senior ECP's, and the Nursery Teacher. This creates the Nursery Leadership Team (NLT). We have a further 13 ECP's, an Inclusion Pupil Support Assistant (PSA) who supports our children with additional needs and 3 Play Assistants who lead our nurturing mealtime experience. The Nursery setting is overseen by Susan Ross (Depute Headteacher).

Please note that having a place in nursery does not guarantee a Primary 1 place.

For more information, please see our Nursery's Sway:

[Nursery Sway](#)

For ELC Application frequently asked questions: ELC Application FAQ 25-26 Public

For queries about space please email ECSApplication@pkc.gov.uk

During our extended year's holiday, you can contact the Nursery on 01764 661 307.