

Riverside Primary School



Together We Grow...

School Handbook **Academic Session 2026-2027**



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



Introduction

Dear Riverside Families and Prospective Families,

It is my pleasure to have the opportunity to bring you the third School Handbook for Riverside Primary School.

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Learning schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication in December 2025, further changes may have occurred since then.

Riverside Primary School is a significant development for the North Perth area. We opened our doors on 13th June 2023 to the communities of the former Balhousie and North Muirton Primary Schools. In creating this new school, our communities have played a key part in establishing the Riverside identity with our school's name being chosen by our children and young people.

Riverside Primary School is significant in meeting the aspirations Perth & Kinross Council as we work towards a Zero Carbon agenda. Passivhaus standard is an integrated design methodology where buildings provide a high level of comfort for occupants while using very little energy for heating and cooling. Riverside Primary School is delivering a 60-80% reduction in energy consumption, resulting in carbon reductions, and lower running and maintenance costs. We are very proud to be the first primary school in Scotland enjoying a Passivhaus building.

Our school building is spectacular, featuring glass and a natural colour palette. Light shines throughout the build, and the natural wood finishes and spacious learning zones bring alive our vision for a calm, welcoming school, featuring visual hygiene and a sense of security. We benefit from excellent air quality and a constant comfortable temperature. One little learner has commented, "it's like a puddle of warmth for me to be in."

The school has capacity for up to 500 pupils with an Intensive Support Provision and a nursery with capacity for 82 children. Currently, our 13 mainstream classes benefit from a dining / gym hall, Learning Resource Area with library, and a General-Purpose area for activities such as performing arts and cookery.

In addition, our new school benefits from an outdoor activity trail, enclosed sports area and a sheltered classroom for both formal and self-guided play and programmed outdoor learning. We have also worked in collaboration with the landscape gardeners to develop a wooded outdoor learning area so we can enhance our school curriculum offer and bring outdoor opportunities to our children with ease and greater frequency.

Our partnership with Parents and Carers is of vital importance to us and we believe that working together and communicating openly ensures best value for all. We share the expectation that all our children will be provided with a supportive and inclusive education in a climate where they are safe, valued and treated with dignity and respect.

Please keep in touch with our School through our School App, termly Learning Highlights, school website, and our very supportive Parents and Friends of Riverside Primary (Parent Council).

This handbook is available from the school office in hard copy. If an alternative copy is required e.g. Braille or translated into a community language other than English, please contact the school office.

Welcome to our beautiful school, Riverside Primary.

Mrs Annabelle Burns, Headteacher December 2025



Delineated Area

A map of the school's delineated area is available from the Head Teacher on request or from Education and Learning, 2 High Street, Perth.

Contact Details

ADDRESS: Riverside Primary School
Argyll Road
Perth
PH1 3BB

SCHOOL TELEPHONE: 01738 474450
ELC (Nursery) DIRECT DIAL: 01738 474196

E-MAIL: riverside@pkc.gov.uk

WEBSITE: ***under development***

Present Roll: 321 Mainstream
19 Intensive Support Provisions
72 Early Learning Childhood Centre (nursery)

Stages covered: Nursery and Primaries 1 - 7 (5 - 12 years)

Maximum number of classes: 13 classes

Status: Non-denominational State Primary School

The Strategic Lead for Education and Learning Perth & Kinross Education is Mr David Macluskey. The Quality Improvement Officer for Riverside Primary School is Mrs Kim Ramsay. They are based at PKC Education and Learning 2 High Street Perth. PH1 5PH Tel. No. (01738) 476200 Fax. No. (01738) 476210 The Perth & Kinross Council web site is: www.pkc.gov.uk

Information on the Council's Complaints Handling Procedure is available on the Council's website: <http://www.pkc.gov.uk/complaints>

Our School Staff

Headteacher Mrs Annabelle Burns

Depute Headteachers Mr David Scott, Mrs Maria Kent (acting)

Principal teachers Mrs Margaret McGregor and Mrs Harriet Benbow

Centre Leader ELC (Nursery) Mrs Wendy Taylor

Pupil Support teachers Mrs Fiona Coyle and Mrs Jill Steel

Office staff Mrs Steph Duff
Mrs Donna McGlashan
Mrs Judi Alison

Class Teachers

Nursery Mrs Rebecca Ewan

P1M Miss Catriona Mcphaden & Mrs Amy West

P1Y Mrs Kirsty Young & Mrs Holly Conlon

P2F Mrs Michelle Hynd & Mrs Lisa Ferguson

P2M Mrs Ruth Rankin

P3V Mrs Danielle Quinn & Miss Jennifer Virtue

P3R Ms Clare Ryan

P4D Mrs Krystel Dobie

P4/5 Miss Jennifer Adam

P5R Mrs Lesley Piper
P6G Mrs Lianne Gibb
P6D Miss Rebecca Ryan
P7D Miss Nicola Dempsey
P7R Mrs Carol-Ann Robertson
PE: Miss Amber Wyllie & Mrs Rosie Harrow
Starburst: Miss Claire Cassidy & Mrs Donoghue
Launchpad: Mrs Amanda Crawford & Mrs Donoghue
Inclusion Outreach: Mrs Hannah Campbell
P1 Enhanced Support: Mrs Georgia Merchant

Support Staff: Mrs Amelia Salam-Awe, Mrs Joanna Hannah, Ms Alex Adie, Mrs Davina Mitchell, Mrs Kelly McLeod, Mr Cody Bateman, Ms Marlene Lamont, Mrs Lynn Sutherland, Miss Louise Fleming, Miss Becca Adams, Mrs. Eileen Sutherland, Mrs Susan Anderson and Mrs Cheryl Fleming.

Early Childhood Practitioners in Primary 1: Mrs Nadera Craig

Intensive Support Provisions: Mrs Karen Borthwick, Mrs Heather Clark, Mrs Angela Godfrey, Mrs Susanne Lees and Mrs Rosie Lamond.

Principal Early Childhood Practitioner: Mrs Terri Higgins

Senior Early Childhood Practitioners: Mrs Shareen Gwiazda, Mrs Su Bijum

Early Childhood Practitioners: Mrs Ashleigh McGoldrick, Mrs LeeAnn Ozdemir, Mr Graeme McAlister, Miss Emily Mathieson, Mrs Krisztina Nagy, Miss Aysha Nyass, Miss Danielle Sutherland, Miss Emily Mathieson, Mrs Ania Zyla, Mrs Paula Barclay, Miss Nikki Jakeman, Mrs Alice Warren.

Play Assistants: Mrs Kerrie Malcolm, Mrs Elena Conevska-Georgievska, Miss Holly Smith

Pupil Support Assistant: Mrs Edyta Siembida

Family Learning Practitioner: Mrs Karen McCrostie

Community Link Workers: Mrs Claire Laing & Mrs Gail Baillie

Community Link Assistant: Mrs Susanne Finnigan

Modern Apprentice: Mr Corey Hill

Absence or Sickness

It is a legal requirement that parents ensure that their children attend school regularly and punctually. It is important that all children arrive on time for our morning session at 9am (morning attendance/administration details are carried out immediately in all classes) and for the beginning of our afternoon session at 1.20pm (afternoon attendance/administration details are carried out immediately in all classes).

If your child is absent, parents should make every effort to phone the school and explain the absence as soon as they can (and before the school day begins whenever possible – between 8.45-9.00am).

Where no explanation is received by 9.30am, school office staff will contact you by telephone to confirm your child's absence, this is in the interest of your child's safety. When your child returns to school, please ensure that they return with a short note of explanation, including the beginning and end dates of their absence, for their class teacher. If the absence remains unexplained the school may call to enquire about the absence. This is first and foremost with regards to the care and welfare of our pupils.

Explanations for absences can also be given by speaking to a member of staff or writing a letter explaining the reason for the absence. When no explanation at all is received then the absence is recorded as unauthorised.

It is also particularly important that you contact the school as soon as possible if your child is not returning

to school in the afternoon. This saves us a great deal of worry if we know that there is a reason for your child not arriving back in class at 1.20pm.

We would urge parents to avoid absences due to holidays during term times as extended absences from school can lead to your child missing out on valuable school lessons and experiences which inevitably leads to lowered attainment levels. Please also try to make appointments for your child out with school hours whenever possible. However, if this can't be avoided, please do notify the school in advance. Where the school has concerns about attendance/timekeeping these will be formalised in writing to parents. Our Community Link Worker and other support services may become involved.

Complaints

We promote an environment of open communication where mutual trust and respect is continuously encouraged. We welcome the suggestions and comments of all involved with our school and particularly value parents' insights, as they can only serve to further improve our school and build on positive home-school relationships.

If you have any concerns or complaints about the service we are providing, please contact the Headteacher in the first instance. All complaints will be recorded or acknowledged and responded to in a sensitive manner in accordance with Perth and Kinross Council policy. Every effort will be made to deal with your concern/query as soon as possible. Any action taken will be reported back to the complainant and a summary of the concern/query will be retained in the pupil records file.

We value your views and take seriously any concerns you may have.

If a matter cannot be resolved at this stage, then you will be advised to write to the relevant Quality Improvement Officer at the following address:

Perth & Kinross Education and Learning.
2 High Street Perth. PH1 5PH
Tel. No. (01738) 476200

Details of the Complaints Policy can also be found on the Perth & Kinross website

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

Customer Service Centre on 01738 475583

Email: customercomplaints@pkc.gov.uk

Registration & Placing Requests

Parents who are considering registering their child at Riverside are welcome to contact us to arrange a visit including a school tour. You are invited to make your online registration here <https://www.pkc.gov.uk/article/21194/School-enrolment>

Parents living out with our catchment area can make a placing request to have their child granted a place in Riverside Primary with information available here about this process <https://www.pkc.gov.uk/article/21194/School-enrolment>. Parents will be advised of the outcome of their placing request as per Authority Policy.

Visits will be arranged to enable new P1 pupils to meet their teachers and each other before the new session. Parents have the opportunity to meet with relevant staff to discuss any queries/concerns and will be invited to a Nursery-P 1 'Transition Information Event'.

Nursery pupils are usually invited to register in February each year with full details available here <https://www.pkc.gov.uk/article/21194/School-enrolment>.

School Ethos

The purpose of the school handbook is to communicate the ethos of our school and to serve as a useful reference tool. The handbook shares with parents' information to support your child's learning journey and facilitates parental involvement in our school. The ethos of our school is very much about shared involvement, shared leadership and shared responsibility. We are developing many opportunities which continue to ensure that pupils are encouraged and supported to take on extra responsibilities and to be involved in many of the decision-making processes within our school. E.g., Pupil Council, Lunchtime Buddies, Digital leaders, House Captains and Prefects.

Together We Grow



Our Vision

Our Shared Vision

Together we enable our children to be lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential.

Together we Value:

- Respect and Relationships
- Kindness and Community
- Safety and Happiness

Our Aims

Together We:

- Ignite a passion for learning
- Enable opportunity
- Nurture and respect our school community
- Support our children to embrace challenge and develop resilience
- Celebrate success
- Promote effective partnerships

Positive Relationships Policy

Riverside Primary School's Positive Relationships Policy principles are agreed through discussion with staff, pupils, and parents/carers within the standards in Scotland's Schools Act 2000 and follow the priorities set out below:

- achievement and attainment
- framework for learning
- inclusion and equality
- values and citizenship
- learning for life

The ethos of our school is underpinned by our values. These values are central to all relationships within

our learning community.

These values build an ethos which:

- Expects, recognises, and reinforces positive relationships and genuine achievement.
- Rewards, motivates, and celebrates children and young people.
- Encourages and supports young people to take responsibility for their own behavior and achievements.
- Provides opportunities for effective parental engagement.
- Is centered around a supportive and nurturing staff team which encourages the sharing and development of professional skills.

Restorative Approaches

We believe that central to all aspects of positive relationships in our learning community is the understanding and embedding of restorative approaches. Restorative conversations should be valued and are key to successful resolution when harm has been caused to a relationship. Staff should be guiding and supporting all children to participate in a restorative conversation in a timely and sensitive manner. These conversations based on mutual respect should be encouraged when there is willingness of those involved.

The key principles of Restorative Approaches

- Fostering social relationships in a school community of mutual engagement
- Being responsible for one's own actions and their impact on others.
- Respecting other people, their views, and feelings.
- Empathising with the feelings of others.
- Being fair.
- Being committed to equitable processes.
- Everyone in school being actively involved in their own lives.
- Returning issues of conflict to the participants rather than pathologising behaviour.
- Willingness to create opportunities for reflective change in pupils and staff.
- Non-judgemental, blame free approach.

Why use restorative approaches?

Pupils seek fairness from adults who are managing disciplinary issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches ensure that everyone can be part of a fair process, while helping all involved to understand the impact of their actions.

Restorative approaches can:

- Manage the varied expectations of behaviour standards which exist among all school staff.
- Help develop a whole school positive ethos.
- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships or terminates them in a positive way.
- Support any necessary sanctions by processes of learning and reconciliation.

The key elements of restorative conversations are based on empathetic listening.

- Listening to what each person has to say.
- Acknowledging feelings, thoughts, and behaviours
- Encouraging children to talk about their feelings, experiences, and behaviours

In school we are continually working to develop our skills in developing restorative approaches as we ensure we are fostering positive relationships for all.

The policy should be read in conjunction with the Health and Wellbeing Curriculum for Excellence guidance. It is the responsibility of all teaching and non-teaching staff at the school to support the social and emotional development of the children. The school utilises a wide range of initiatives to support positive emotional and social development.

Initiatives may include:

- Restorative Approaches
- Bounce Back
- Wider Achievement celebrations within classrooms and at Get-Togethers
- Children's Profiles
- Learning Stars
- Proud Posts on Learning Journals
- Individual class responsibilities and systems
- Friendship circles
- Buddies across learning and playground experiences
- CALM
- SHANARRI
- Circle Time
- Stories
- Five Point Scale
- THINK
- Hot Chocolate Friday

Whole School Approach – Ready, Respectful, Safe and Kind – The Riverside Way

To encourage and support an ethos of positive behavior, a keen sense of community and a climate of mutual respect within Riverside Primary School learning environment, we follow four simple rules: Be Ready, Be Respectful, Be Safe and Be Kind. This effective strategy ensures we provide consistency in our approaches and encourages children as they take responsibility for their choices and allows us to live our values of safe and happy, respect and relationships and kindness and community. We refer to this as the *Riverside Way*.

We seek to recognise and reward Ready, Respectful, Safe and Kind attitudes and behaviours in the classroom, playground, and wider learning community. Rewards are linked to our House Points system and can be individual, class-based and on a whole school basis.

Children with complex additional support needs will be supported to follow Be Ready, Be Respectful, Be Safe and Be Kind and will be provided with appropriate individual and collective reward systems.

Embracing the Be Ready, Be Respectful, Be Safe and Be Kind approach supports the whole school learning community as we aim for high expectations and standards for all.

Community Links

The school seeks contact with other parts of the local community by visiting local residential homes and organisations and encouraging participation in local community events. We welcome grandparents and older members of the community to school events.

We have strong links with Riverside Church, North Muirton Community Council, YMCA, Bike Shed, Westbank, VTO Tutoring, Parenting and Family Learning Team, Live Active, Bike Ability, Mindspace, Asda Community Champions and our local Cop-Op. These partnerships are supporting us to raise our profile within the community and support the development of our children to become responsible citizens, effective contributors, confident individuals and successful learners

Our Learning Resource Centre has an impressive range of books to support children's research, homework tasks and learning in general. Parents are welcome to drop in to borrow library books from our range of LRC resources. All classes regularly visit the local library at North Inch Community Campus.

Parental Involvement

We believe that children are supported best in their education when there is a strong partnership between school and parents. The Senior Leadership Team and class teachers' welcome questions and comments from all parents and seek parent opinion and views to support our school development. We provide lots of opportunities for parents to meet and discuss children's progress throughout the school year, but if you wish to discuss any aspect of your child's education at other times, please contact the school and we will do our best to help you. For further information and guidance please access

<http://www.pkc.gov.uk/parental-involvement>

We aim to become a fully paperless school, and as such we prefer to use email to share school news, information, and updates. We also use our School App to celebrate success, share information and post helpful reminders. On occasion we will use our text messaging service to communicate with parents.

Showcasing Events

Throughout the school session, on various occasions, parents will be invited into their child's class for an afternoon or evening of 'Sharing Learning', to look at the work within their child's own "Learning Journal" profile, and to view the displays they have created to support and share their learning with the wider school community. Many displays of children's work act as a visual support and reminder of the knowledge and skills that your child has been developing.

Parents will be encouraged to discuss class/school displays with their child and will also be invited to comment on their child's learning within their online folio and to contribute to next steps for their child to work on.

Throughout the year every class showcases their learning through a class presentation of their learning across the curriculum within a topic e.g., World War II, The Romans, The Senses, Our Community etc. Parents are always invited to these performances.

Your child will reap the benefits of sharing, discussing, and showcasing their learning with you. We encourage all parents to attend as many of these events as possible. Such events provide valuable opportunities for parents to develop an improved understanding of how their child learns through the Curriculum for Excellence and thus enables parents to support their child with homework tasks more successfully.

We have many other events that involve parents throughout the session, for example, curriculum information evenings that enable parents to become better informed about an area of development on our school improvement plan. At use our School App to provide a detailed calendar of all the important school events for the following session, to enable parents to plan ahead and keep those special dates free in their diaries.

Parent Helpers

Parent helpers are always welcomed in Riverside Primary School, and we appreciate the range of support that you as parents offer our school. Parents are welcomed to help in classrooms and support is always needed for class/school outings.

The school is grateful to any parents who may wish to help on a regular basis in assisting us with:

- administration tasks e.g., photocopying, laminating
- school clubs e.g., netball, gardening, football, sewing, homework, school website/blog
- gardening, Health and Pupil Council groups
- playground games and support
- management and organisation of our Learning Resource Centre (Library)
- classroom administration and/or activities e.g., display work, baking, paired reading

Parent helpers do not work with children in unsupervised situations. Risk assessments are completed where appropriate. Parents interested in helping should speak to a member of the Senior Leadership Team.

Parent Council

Our Parent Council comprises all interested parents and representatives of the school staff. The Council meets regularly during the school year and supports the school at all school events, represents the views of parents and raises issues of general concern to other parents. The Parent Council are keen to promote the profile and good reputation of the school, particularly within our local area and within Perth & Kinross. New members are always very welcome.

Currently Riverside Parent Council is known as Parents and Friends of Riverside Primary, our members were elected at the Parent Forum AGM held in September 2025. Key roles are:

- Mrs Lang Banks (Chair)
- Mrs Eilidh McRae (Treasurer)
- Mrs Mhairi Morgan (Secretary)

In addition, we now have more than ten additional parent members with Staff Representatives Mr David Scott, Depute Headteacher, Mrs Lianne Gibb, class teacher and Mrs Annabelle Burns, Headteacher.

Transitions

Nursery to P1

At the beginning of June parents are invited to an information event. You will receive a 'Starting School' pack at this time which will give you additional activities to enjoy with your child. We also plan timetabled visits for Nursery children to learn and play in P1 with their peers throughout the school year. Children who are already accessing our Nursery will participate in a range of experiences within the school building as part of their Nursery curriculum.

P7 to S1

On completion of your child's primary education the normal arrangement is for children to transfer to our catchment secondary, which is Perth Grammar.

Perth Grammar School
 Headteacher: Mrs Fiona Robertson
 Gowans Terrace
 Perth
 PH1 5AZ
 Tel: 01738 472800
 Fax: 01738 620073
 Email: perthgrammar@pkc.gov.uk

Our transition for our P7 children starts in the Autumn term with visits to Perth Grammar (our catchment school) and other secondary schools. Perth Grammar staff visit our school to work with our children from October onwards. Visits are arranged for some children in the Spring term and all children take part in a range of transition activities and experience two focussed transition days. Each child completes a profile to inform their transition to support future success as they move into S1. There is a P7 Parents' Information Evening led by Perth Grammar School's Headteacher and parents also have the opportunity to attend an information evening at Perth Grammar.

If you have any further question regarding the above, please contact the school.

The Curriculum

Curriculum for Excellence

Under Curriculum for Excellence every child is entitled to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. The learning experiences we deliver will offer opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that of another, helping children to understand the world and to make connections. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate, and inspire our learners.

Progress in learning will continue to be assessed in rigorous ways throughout your child's time at school.

Active learning is a big part of Curriculum for Excellence and is often evidenced through photographs of your child's learning experiences.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Wellbeing for all our learners. We continue to offer personal support to help young people fulfill their potential and make the most of the opportunities we offer. Ultimately, Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them in the following four capacities:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

Every child is offered a wide range of opportunities to learn in Language, Maths, Science, Social Studies, Technologies, Religious and Moral Education, Health and Wellbeing, Physical Education, Personal and Social Development, Information and Communication Technology, Art, Drama, Dance and Music.

Religious Observance

Religious and moral education has an important part in the development of pupils personal and social growth as it is concerned with the development of self-awareness, relationships with others as well as beliefs and values. Our RME curriculum is designed to provide opportunities for children to express their own views and feelings and to listen with respect to the views and feelings of others. The role of Christianity as the main religious tradition for this country is recognised and pupils are also encouraged to develop an informed understanding of the religious beliefs of others as well as of people who have a non-religious view of life. Assemblies take place on a regular basis.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at

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

Under the terms of the Education (Scotland) Act 1980, Parents/Carers have the right to ask for their child to be withdrawn from Religious Observance. In the past the school has dealt with such requests with sensitivity and understanding and this approach will continue. The head teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance. Parents/Carers should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Assessment & Reporting

Throughout the year, at each stage, the teacher carries out continuous assessment of pupils' progress. Most of the time, this is through the marking of daily work, discussion, observations, practical work (listening, talking, making & doing), pupil peer/self-assessments and end of unit/topic assessments. Children are continually encouraged to reflect on their learning and identify their next steps/targets.

Learning Journeys are available for Parents/Carers at the beginning of a teaching Block via the school platform of Seesaw: they outline the experiences and outcomes that are to be covered during that Block. Parents are provided with opportunities to share in the learning and progress through attending Shared Learning events, Community Assemblies, School Shows and by seeing examples of progress as well as in the form of a mid-session summative Report to Parents document.

Curriculum for Excellence levels are: Early Nursery–P1, First P2- P4 and Second P5-P7. Within these levels, teachers track learning in all curricular areas. Using both national and Perth & Kinross guidance, teachers use their professional judgements, and take part in moderation activities, to decide the level towards which each child is working. From the start of the session, pupils and teachers will work together to build a learning profile and assist children with compiling these individual learning profiles which act as a tool for recording progress in learning and specific achievements. Parents will have the opportunity to view these at 'Sharing Learning' events, Parent Contact sessions and open afternoons.

Twice annually (in November and June) there are parent/teacher consultation opportunities which provide valuable communication for parents to be updated on their child's progress and next steps in their learning and wider achievements. Mid-year reports are issued in March.

Parents are most welcome to discuss their child's progress at any time, particularly if it is giving cause for concern. We ask that parents telephone the school to arrange a mutually convenient time. P7 pupils are developing online Pupil Profiles, and these are shared with Perth Grammar or chosen secondary as part of the transition process.

Children in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy, called Scottish National Standardised Assessments (SNSA). The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement. Tests comprise of 30-40 questions in key areas. P1 assessments are based on Literacy & Numeracy; P4 and P7 assessments are tailored to Reading, Writing & Numeracy. Assessments are adaptive in nature with content and challenge adapting to previous answers meaning no two children's assessments will be the same. Children and young people do not have to revise or prepare for these assessments. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail.

Support for Pupils

All pupils are given learning appropriate to their needs and abilities. Class teachers plan for the varied abilities within each class to be working at suitable levels. Our Pupil Support Teacher works with class teachers to assess pupils' learning needs and agree on appropriate support which may be needed for a temporary or longer-term period.

Additional support is available to any child who requires extra help, and we look at ways which will best support your child. Other services/agencies are available to children in the form of Speech and Language Therapy, Occupational Health, English as an Additional Language teacher, Outreach and Educational Psychological Service. Any of these may work with classes or groups. If they become involved with individual children (e.g., the Educational Psychologist), it is only after consultation with parents. Parents are involved through discussions and meetings about their child and regular updates are given. Results of any assessments will be shared with parents, and it will be agreed if a meeting is required to establish that the child has 'Additional Support Needs' and how best to support those needs.

Where possible, we support your child for most of the time in their classroom situation. At times your child may work in a small group in our Pupil Support rooms with a Pupil Support Teacher. Some pupils with additional support needs can access or may be enrolled into our Specialist Provision Classes if this is considered suitable for them. Their specific needs are assessed, and arrangements made for supported integration with mainstream classes as appropriate. Information on other schools catering for pupils with Special Educational Needs can be obtained from Education and Learning.

Where necessary children will have an Individual Education Programme (IEP) to ensure their needs are met effectively. IEPs are written by teaching staff and involve close working between the pupil, parents, and staff. IEPs are reviewed regularly and adjusted to reflect the progress a child is making. Others who are involved with Social Work, Health services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision.

Children with Additional Support Needs are catered for in the school within the terms of Perth & Kinross Education Department's policy on "Additional Support Needs". This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being a case conference involving parents, school and Education Department staff and where appropriate, other specialist agencies. Regular ASN reviews are held to discuss progress and to arrange transitions between stages or schools.

An Individual Education Plan may be put in place and will be reviewed every term. For further information please visit www.pkc.gov.uk schools' section.

We work closely with a range of partner agencies to ensure we are 'Getting it Right for Every Child' and the Headteacher and Depute Headteachers are fully trained Child Protection Officers. Further information on both GIRFEC and Child Protection is available from the school, www.pkc.gov.uk or from the following sources:

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

The following organisations have been specified by Scottish Ministers to 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:

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 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’.

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576;

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

For further information please access:

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

School Improvement

The main achievements of Riverside Primary School and Nursery will be reported in our Standards and Quality Report. This document is an annual publication and is made available via the Perth and Kinross website and via the School App.

We work closely with staff, pupils, and parents to set and review key policies on a regular basis and follow guidance set out by PKC in the ‘Creating a Curriculum for Excellence’ framework: School Improvement planning identifies all the actions for a school session and a Riverside School Improvement Plan is made available on the Perth & Kinross website www.pkc.gov.uk in readiness for each new school session.

School Policies & Practical Information

Organisation of School Day

Now we have fully completed all aspects of the new school build we have an established school day and have moved to one lunch breaks with two sittings. There are two morning breaks split across the classes.

Primary 1-7

Morning Session:	9.00am to 10.40am
Morning Break:	10.40am to 10.55am
Lunch Time:	12.35pm to 1.20pm
Afternoon Session:	1.20pm to 3.00pm
School Day Ends	3.00 p.m.

At the start of each session all children should be lined up at their designated entrance ready to be welcomed into school by class teachers. These are clearly marked.

Early Learning Centre (Nursery)

Term Time: 30 hours per week 9.00am-3.00pm

Extended Year: 45 weeks, 26 hours per week

2x 8 hours sessions: 8.30am – 4.30pm and 2 x 5-hour sessions 8.00am -1.00pm or 1.00pm-6.00pm

Full Year: 50 weeks, 23 hours per week

3 x 5 hours sessions: 8.00am -1.00pm and 2 x 4-hour sessions: 8.00am – 12.00 noon

School Security

Please understand that security is a very important issue for us in school as we must always ensure your child's health and safety. It is vitally important that we know exactly which adults are in school at any given time. We have a security entry system at the main front entrance and the ELC (nursery) door and must ask that all parents entering school between 9.00am and 3.00pm do so by these doors only.

Once inside the building, parents are asked not to open doors to any other adult, even a known one; similarly, children do not open the external doors for visitors. All visitors to the school sign must sign in and wear a visitor's pass for the duration of their visit and return it as they sign out and leave the building from the same exit they arrived.

School Terms & Holiday Dates

For the most up-to-date information about school term dates and holidays please follow the link below to Perth and Kinross' website:

<https://www.pkc.gov.uk/schoolholiday>

School Uniform & Clothing

All children at Riverside Primary are expected to wear full school uniform. It is our opinion that when learners wear the full school uniform their behaviour, and therefore their learning, tends to be better. We have worked with our children and families on deciding the Riverside Primary School uniform and firmly believe that the wearing of our new school colours/uniform will create a sense of identity, belonging and pride in our school.

Our uniform is as follows:

- Black trousers, skirt, or dress
- White polo shirt
- Jade school sweatshirt, jersey and or cardigan

We recognise that chain stores can offer suitable, self-coloured school-uniform items but we do also have Riverside Primary branded items including sweatshirts and polo shirts with the school logo. These can be obtained through a link on our School App. Our school office staff will help and support families if required.

The PE kit is as follows:

- White t-shirt, black/navy shorts, joggers, tracksuits and fleeces with black gym shoes or trainers
- No football colours allowed at any time.
- All jewellery (including earrings) should be removed for safety.

Class teachers will keep families informed of PE days and children are asked to come to school dressed ready to participate in this learning. We also advise that your child always keeps a pair of waterproof over-trousers in their gym bag if they wish to play on the grassy areas when it is wet.

All items of clothing should be **clearly labelled** with your child's name.

Parents should make every effort to ensure their child attends school in the correct uniform and equip

them with the correct PE kit. We ask that parents check the fitting and condition of their child's gym shoes and trainers at various points throughout the session to ensure maximum comfort and safety for their child.

Learning at Home

A regular amount of home learning is given to pupils. This consists mainly of reading practice in the early years at school and the help of parents in encouraging pupils to have a good start in reading is valuable. Home learning for older classes can vary from practise exercises in language/literacy to mathematical investigations, which will be set according to your child's stage of development and needs. As every child progresses at his/her own pace, reading books will be allocated according to the teacher's judgement rather than to a set timescale. Within the older classes, weekly spelling words will also be issued, and children's retention of those spellings will be assessed when appropriate (usually at the end of the week).

As far as is possible, we seek to make home learning tasks fun and interactive for parents and their child, often setting games or activity tasks – all will be related to work already learned in school and will vary according to the focus for the class at that time.

Time required for a child to do work at home should be in the region of 15 minutes per evening at P1 progressing to no more than 30 minutes per evening at P7.

We hope home learning tasks will support the partnership between home and school and will encourage children to take increasing responsibility for their own learning.

Unfinished class work will only be sent home by teachers after the parents of the child have been informed about the situation and agree that this would be the best course of action.

It will be assumed that all parents agree with our home learning policy unless they inform the school to the contrary.

Extra-Curricular After School Clubs

We may offer several after school clubs at various times of the year. The type of clubs offered depends on the expertise of staff willing to take a club. When funding is accessed, a letter will be sent to parents listing what clubs are available. Places will be allocated based on promptness of request, need and good behaviour.

Instrumental Tuition

There will be opportunity annually for those interested to apply for instrumental tuition for pupils through the local authority; at present there is no cost.

Groups of children who receive instrumental tuition often share their developing musical skills and talents at whole school Get-togethers and at our Church Services

Breakfast Club

We have a very well attended Breakfast Club open to all pupils from 8.00 am.-9.00 am from Monday to Friday. Research proves that children perform better at school if they have had a positive start to the day with a healthy breakfast and this is exactly what our club provides for children. The charge for all pupils is £2.

Our Catering Supervisor prepares and serves the breakfast menu, and the club is managed by a School Supervisor and assistants. Once children have finished eating, they can enjoy taking part in a variety of fun games and activities. Please contact the school office if you require further information about our Breakfast Club.

Kids Club

Riverside Kids Club offers after school childcare, term time only, from 3pm until 6pm and is registered with the Care Inspectorate. The Kid's Club is based in the school hall and offers a wide range of play activities, both indoors and outdoors to suit the individual needs of the children attending.

Opening Times: 3pm – 6pm Monday to Friday Term Time only

Prices from 1st July 2024:

Annual Registration fee £13.00 per child or £20.00 per family
£10.20 per session per child and £9.70 per sibling

Kids Club Registration: kidsclubregistration@pkc.gov.uk

For further information please contact Riverside Kids Club on 01738 472350

School Meals

We are extremely fortunate in having our school dinners cooked freshly in our school kitchen. Lunches are cooked to order and all children are asked to preselect the meal they want from a Lunch Menu available below:

<https://www.pkc.gov.uk/article/17330/Primary-school-meals>

Parents paying for a school meal must pay in advance of the meal being taken. School lunches are priced at £2.25 per day. **All P1-P5 children** are entitled to a free school lunch.

Information about free school meals for P5-P7 children can be found at <http://www.pkc.gov.uk/freeschoolmeals>. Free School meals cannot be given unless appropriate authorisation has been given.

As we are a cashless office, parents/carers paying for a school meal for children must pay online and should contact the school office for an activation code to use this service. This means you pay for school meals (as well as many other school activities) from your computer or mobile device. This facility includes payment receipt, balance status and menu transactions as well as automatic reminders should your account require additional funds.

Parent Pay

Payments for school lunches, trips or any other nominated cash transactions between you and school can be made through our electronic ParentPay system. As a Perth and Kinross Council School we encourage all parents to use this system as it is not only convenient for you but will also save time in school administration. You will receive more information on this including an Activation Letter when your child joins us.

Health

Riverside Primary is proud to be a health promoting school. This involves delivering a wide-ranging health programme for all learners from Nursery through to P7 and having a clear focus on healthy eating (e.g. play-piece snacks, school dinners, breakfast club) in school.

Relationships, Sexual Health & Parenthood, Internet Safety and Substance Misuse form part of the overall Health & Well Being curriculum. Parents are informed of these inputs prior to implementation of learning so parents can support their child in partnership with the school. The headteacher will offer to meet with any parent with concerns about their child accessing this learning to ensure that they are clear about the school policy and to explore the various options; we do of course respect the views of parents /carers, and we do also wish to offer a full education to all our learners.

For further information please visit:

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

The School Health Service supports the school in ensuring our children's health needs are met. All P1 children have a 5-year-old vision, height, and weight screening check. At other stages of the school hearing and vision tests are carried out if concern is expressed by parents or teachers. Parents will be

notified if there is a need for the school doctor to examine their child and will be invited to be present. Occasional dental checks are carried out, if parents wish, from time to time and usually in P1 and P7. The School Nurse carries out medical examinations of pupils at different times during the school year and discusses health care issues with parents when necessary. Parents will be informed in advance if pupils are to be examined.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. A form for recording this information is available from the school office. Parents should let the Headteacher know whether this information should be shared with relevant school staff or whether they wish it to be held in confidence. Where there is a need for medication to be administered during the school day, parents *must* fill in the appropriate form, available from the office. Medication will be kept safely in the school office and each dose administered will be recorded.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Head Teacher or Depute will notify the parent of that child directly. We will also inform parents to be vigilant about their children's hair. The Scottish Government recommendation is that alert letters are **not** sent home in the management of head lice infection. See the link below for advice:

<https://www.gov.scot/publications/national-guidance-managing-head-lice-infection-children/pages/1/>

Parents should keep their children at home if unwell. We ask that children remain at home for 48 hours if they have had a stomach upset. Staff can only administer medication to children if prescribed by GP have been completed appropriate forms and permission granted. In the case of a child with a known, severe allergy, staff will receive training on what to do in the event of an allergic reaction. Medication will be stored safely in school.

If the child has an accident or takes ill during the school day, we will attempt to contact parents or the emergency contact, and the child will be taken care of until they arrive. It is important that parents keep us informed of any changes to telephone numbers as soon as possible so contact can be made quickly. We always contact parents or carers if a child has a bump to the head and ask for the child to go home from school so children can be monitored more closely and receive any attention needed, away from the school.

Emergency Arrangements

In the event of an emergency (e.g., if your child becomes ill or has an accident) or in exceptional circumstances, the school may need to contact parents or emergency contacts; on very rare occasions it may be necessary to send every child home e.g., severe weather conditions. It is important that parents promptly inform the school about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts.

You can do this by completing a form that can be obtained from the school office, or you can contact us by phone, by email/ letter or speak to us in person.

Closures out with school hours: Severe Weather

'Severe Weather' detailed information is issued each year, and a copy is available on the school app. If the school must close during the school day, parents or emergency contacts will be informed as soon as possible. The link below will detail information about school closures:

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

In the event of the school remaining open during heavy snow, parents should make the decision of whether to send their child to school based on the safety of walking conditions on the roads and pavements; whilst every effort will be made to ensure playground pathways from school gates to school entrances are as safe as possible, our playground is too large to be completely cleared of ice and/or snow.

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.

Most 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.

The **Child Protection Officers** are currently:

Mrs Annabelle Burns, Headteacher
Mr David Scott, Depute Headteacher
Mrs Maria Kent, Depute Headteacher
Mrs Wendy Taylor, Centre Leader
Mrs Rebecca Ewan, Nursery teacher
Mrs Terri Higgins Principal Childhood Practitioner
Mrs Shareen Gwazida, Senior Early Childhood Practitioner

All staff are trained annually in Child Protection Procedures. Where we have any concern about the welfare of a child, perhaps resulting from what a child says, how s/he behaves, or obvious physical damage which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns, acting on them and liaising with parents or other professionals as appropriate, keeping the Headteacher informed. At all times we are committed to protect the child and to keep parents fully informed.

Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with Education Services within Education & Learning Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School," which can be accessed on the Council's website at the following address:

<https://www.pkc.gov.uk/article/21332/Early-learning-and-childcare-for-parents-and-carers>