

Fossoway Primary School



School Handbook Academic Session 2018/19

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Introduction

Hello everyone, and welcome to our school handbook. My name is Mrs Margaret Forster and I have been in post as Head Teacher of Fossoway Primary School and Nursery since September 2013.

This school is built in the lovely rural village of Crook of Devon and is a friendly place to work and learn in. The staff, pupils and parents play, investigate and above all learn together. We have 5 primary classes (some composite) and a Nursery. An extension, built in 2004, houses an open plan Early Years Dept, where Nursery, P1 and P2 all work, play and learn together.

With a hard play area outside, beside a large, open field and wild meadow picnic area and walk, all varieties of play activities, for all stages are easily accommodated.

Parents are encouraged to be part of the life of our school. We have an extremely dedicated team of fundraisers in the Fossoway Primary School Association, together with an active Parent Council. We welcome parent involvement wherever possible and appreciate the on-going support from parents and carers both present and past. We have good solid links with the village community and strong working partnerships with schools in our cluster group.

We pride ourselves on our ever developing curriculum and on the many extra-curricular experiences we organise for the children. The Learning Council and pupil committees all ensure that we maintain the high standards we have set ourselves. In fact, all children are involved in a committee to take forward school improvements.

We are one big happy family here at Fossoway and have a shared understanding of where we are, where we want to be and how everyone can work together to get there.

If you would like to know more or would like to visit our school, please do not hesitate to get in touch or indeed drop in, we would love to meet you.

Margaret Forster
(Head Teacher)

Delineated Area

Each school has a defined zone known as a catchment area and offers places in that school to pupils who are resident within that area. Fossoway Primary School catchment covers the parish of Fossoway. This covers the villages of Carnbo, Crook of Devon, Powmill and Rumbling Bridge.

You can check that you reside within the Fossoway Primary School catchment area at

www.pkc.gov.uk/article/17291/Find-my-school-catchment-area

Contact Details

Name: Fossoway Primary School
Head Teacher: Mrs Margaret Forster
Principal Teacher: Mrs Lisa Brown
Address: Drum, Kinross, KY13 0UL
Telephone Number: 01577 867340
Fax: 01577 840187
E-mail: fossoway@pkc.gov.uk
Website: www.fossowayprimaryschool.org
Present Roll: 107 pupils P1-P7

Teaching Staff

Nursery Ms Emily Good
P1/2 Mrs Amy Cummings
P2/3 Mrs Jean Sweeney
P3/4 Mr Paul Nicolson
P5/6 Mrs Lisa Brown/Mrs Janie Clemie
P6/7 Mr Tim Haines

Visiting Teachers

Support for Learning Mrs Janie Clemie
PE Mrs Morna Hunter

Office Staff

Clerical/Auxiliary Mrs Denise Wilson Mon to Fri
Mrs Michelle Morton Mon, Wed & Fri

Non-Teaching Staff (who work in the classrooms)

Early Childhood Practitioners (ECP) Mrs Clare Davis
Mrs Diane Walker
Play Assistant Mrs Lynsey Robertson
Pupil Support Assistant (PSA) Mrs Amanda Barclay
Mrs Morven Whytock
Classroom Assistant (CA) Mrs Lorna Wilkie

Cook Mrs Diane Elder
Ms Valerie Shepherd

Cleaners Mrs Carol Hynd
Mrs Angela McKee

**Crossing Patroller
Janitor** Mrs Della Wilson

Other Helpful Information / Visitors

School Doctor Dr Ruth McKay (Drumhar Health Centre)
School Nurse(s) Zoe Smith & Susan Warren (Loch Leven Health Centre)
Community Link Worker Mrs Pat Doran
Educational Psychologist Mr Jonathan Godson
Occupational Therapist Mrs Alison McIntyre
Speech & Language Therapist Ms Sarah-Jane Soper

School Bus Operator

Gordons 01592 620202
Smart Travel 01383 512111

Director of Education & Children Services
Head of Education Early Years & Primary
School Service Manager/Education Officer

Mrs Sheena Devlin
Mrs Sharon Johnston
Mr Mark Neil

Address: Perth & Kinross Council Education Department
Pullar House
35 Kinnoull Street
Perth.
PH1 5GD
Tel. No. (01738) 476211
Fax. No. (01738) 476210

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

Parent Council

Our Parent Council comprises of a group of interested parents and representatives of the school staff. They meet regularly during the school year and support the school at all school events, represent the views of parents and raise issues of general concern. They help take our school improvement plan forward and are keen to promote the profile and good reputation of the school, particularly within both our local area and Perth & Kinross.

More details can be found on their web site:

<http://fossowayprimaryschool.org/category/parent-council/>

Within the school, both the Parent Council and the Fossoway Parent Teacher Association (FPTA) are active and dedicated in promoting family involvement in all aspects of the life and work of the school. The FPTA makes a significant contribution to fundraising and organising fun activities we offer our pupils.

Parental support is appreciated in their participation in many activities including running several school clubs. Parents are regularly encouraged to offer their services, skills and talents.

Parental Concerns

Parental communication is encouraged and valued. The school is your first point of contact should you require advice, information or to raise any concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. We would prefer to work with you to address any concerns you have and resolve matters at an early stage, wherever possible. Staffs at Fossoway Primary School are open to meeting with parents to discuss any matters related to your child/children's learning and enjoyment at our school. Very often that early conversation can resolve any concerns and reassure you that we have your child's best interests at the forefront.

If you have a complaint, including one that relates to the Additional Support for Learning (Scotland) Act 2004, concerning the school or your child's education you should contact the school office in the first instance and, if necessary, arrange to discuss the matter with the Head Teacher.

If the matter cannot be resolved at this stage then you will be advised to write to the relevant Quality Improvement Officer at Perth & Kinross Education and Children's Services, Pullar House, Perth. 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:

Attendance

The law requires that parents ensure their children attend school regularly. As part of the Perth & Kinross Raising Achievement Strategy all schools are expected to closely monitor the attendance of all children and young people. Persistent poor attendance and time keeping is disruptive to the learning of the individual and the class. It may also be an early warning of other difficulties for the child's family. If a child's attendance rate falls below a predetermined figure Head Teachers have a duty to invoke procedures to follow up absenteeism. This will start with a formal letter advising Parents/Carers of absence rate and offering any support. However, continued absence may ultimately be escalated by means of referral to the Perth & Kinross Attendance Sub Committee.

www.pkc.gov.uk/article/17427/Attendance

It is important that, wherever possible, children should arrive on time, especially in the mornings when all the attendance and administration details are carried out. If a child is absent, parents should telephone the school on the first morning of the absence to explain the reason for non-attendance and the duration of absence. Where no explanation is received by 9.30 am, school staff will telephone parents/carers to try to ensure that the parent knows the child is off school.

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. Where the school has serious concerns about attendance Management procedures will commence (see above).

Holidays taken in term time are also classed as unauthorised and plans to take such time off school should be made in writing to the Head Teacher.

What If My Child Becomes Ill?

If your child becomes ill in school, staff will always try to contact parents first and then the Emergency Contact. If your child has been unwell please keep him or her at home until they are fit and well enough to cope with school again. If you are unsure as to whether your child is fit to return to school, please contact the school office or your doctor for further advice.

Taking Medicines in School

If your child requires prescribed medicine you should ask your doctor to prescribe a dosage which can be taken before or after school time. If your child requires to have medicine administered because they have an on-going condition such as asthma, epilepsy, diabetes or nut allergy this must be arranged formally with the school and the appropriate forms and procedures signed and agreed beforehand.

Pupils are not allowed to bring medicines of any kind to school. This is part of our safe use of drugs policy and these guidelines are strictly adhered to.

If your child is asthmatic and requires using an inhaler, please arrange for a spare reliever (blue one) to be kept in school for emergency purposes.

Arrangements for School Closure

A whole School closure is regarded as a last resort and every attempt will be made to continue with the normal or best possible educational provision for pupils until there is no alternative, because of health and safety factors, to close.

The decision to close will normally be made early in the morning. We currently use a text and/or e-mail system to communicate this at the earliest opportunity. If the weather worsens

during the school day and we need to close, parents will be contacted in the same manner. It is, therefore, essential that any change of contact details are communicated to the School.

Further information regarding current closures can be obtained by parents at:-

- www.pkc.gov.uk - Go into the link 'Information for you' and then 'School Closures'
- Radio Tay: Frequency AM 1584 FM 96.4 Perth only Frequency
 AM 1161 FM 102.8 Everywhere else
- Perth and Kinross Council Customer Service Centre (Available from 08:00 hrs to 18:00 hrs however this line may operate from 07:00 hrs in exceptional circumstances)
- Parents/Carers should dial 0845 3011100 (calls are charged at local rate) or 01738 475000 (main Council line)
- PKC Twitter - @PerthandKinross
- Parents/Carers should not call the school unless all of the above options are unavailable.

School Ethos

Our school ethos is very important to us. We are continually commended for the friendly and welcoming atmosphere here at Fossoway and we do all that we can to maintain that positive feel when you walk through our door. When you enrol your child at our school and Nursery, both you and they become part of the Fossoway Family.

Our Vision is to provide for Excellence for All through a Love of Learning.

Our Shared Core Values

These Values were created in consultation with all stakeholder groups. They are not in any specific order as they are all equally important.

- Respect and Fairness
- Cooperation and Partnership
- Attainment and Achievement
- Health and Happiness
- Patience and Perseverance

We use these values when we work with our pupils, we link them to the Stars of the Week awards where we celebrate achievement across the school and we feel they underpin any decision we make.

We will strive to achieve our vision through these aims:

- To include everyone in everything we do.
- To provide a happy, safe, secure and stimulating environment to play, learn and work in.
- To deliver a relevant, progressive, supportive and challenging curriculum to ensure we can all be the best we can be.
- To share what we have, know and think in a nurturing and enjoyable way.
- To believe in ourselves and each other, developing the confidence, skills and motivation to fulfil our own potential each day for the rest of our lives.
- To recognise and celebrate success at all levels.

We are all committed to ensuring these aims, values and/or vision are deeply embedded into all that we do.

Achievement

In Fossoway Primary School we currently celebrate Achievements both within school (Stars of the Week) and from information sent from home (Celebrating Success) at weekly assemblies. These are displayed on our hall display boards. It is important that we recognise and commend effort in every aspect of a child's life and celebrate achievements whenever and wherever they occur. Wider achievements are recorded in school and shared in Learning Steps Jotters termly.

School and Community Links

The school actively encourages links with the local community and these are regarded as a very important dimension to school life.

The Church of Scotland Parish minister works closely with staff to plan and participate in assemblies and support, where appropriate, the teaching of R&ME. Also through the church links the school is able to participate in wider community events.

Throughout the school year the learning and teaching of the Personal and Social Development programme, together with the Health and Well Being core skills, are supported by visits from Tayside Police Community Officers / local health care workers and playgroup leaders amongst others.

The Community Link Worker, Pat Doran, based at Kinross High School has a very positive working relationship with school staff. Her input supports the smooth transition to Kinross High School for vulnerable pupils and assists with family support where required.

Positive Behaviour Management

Our school discipline is rooted in our school aim and values. These aims are based on the principles of equality, fairness and respect, especially

Respect	for the individual - self-respect
Respect	for our families, our school and our community
Respect	for our environment
Respect	for achievement, for hard work and effort
Respect	for learning, for skills and knowledge

From the first day in Nursery we work hard at encouraging and fostering these ideas through our School's personal and social development programme and use of restorative approaches.

We don't have a big list of rules. We prefer to concentrate on encouraging sharing and co-operation; thinking about our own and other people's feelings and safety and looking after the environment, in which we all live, work and play. Any behaviour which works against these aims is discouraged and discussed in depth with all involved to avoid a repetition of any such behaviour. We believe that all children, their families and staff have rights but we also all have responsibilities which we must accept, especially for what we do and say. You can help us by supporting this approach. We use restorative approaches to help pupils to explore and discuss the behaviour which occurs in difficult situations. This in turn allows pupils to appreciate how their actions may have affected others, explore their feelings and repair any harm and hopefully plan ahead to ensure a similar situation is less likely to happen again.

We use a whole school resilience programme which ensures our pupils are taught the necessary skills, have a shared language and the essential understanding to 'Bounce Back' after a set-back - an essential skill to have in life.

Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school. We arrange open afternoons throughout the year, usually to coincide with parental

contact appointments so that learning can be discussed with your child and any agenda items for the meetings ahead can be noted.

Help is always needed for visits and trips. The school is grateful to any parents who may wish to help on a regular basis in the following areas:-

- Helping within the classroom e.g. art work, cutting paper, filing
- Supporting with committees or groups (eco, health, pupil council and outdoor)
- Helping with hands on activities such as art / messy play / reward time activities
- Encouraging children to enjoy books e.g. reading stories to children, helping them to use the school library.

Generally speaking, parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate and all Parent Helpers/Volunteers asked to sign our agreement. Parents/carers interested in helping in school should, in the first instance, speak to teaching staff or the Head Teacher.

The school is keen that parents feel welcome in school especially when they are supporting class activities. We try to include grandparents and older members of the community in some of our school events and often find that they can contribute useful information and memories for some of the class topics. We aim to keep good communication links with our school families and consider ourselves to have an open door policy.

See communications section above for details on what we do. We maintain PKC customer standards in relation to replying and dealing with all communications. For more details – click on this link:

www.pkc.gov.uk/article/14715/Customer-Service-Standards

The council's policy to support effective partnership working between school and home can be found by following the link below

www.pkc.gov.uk/parentalinvolvement

Transitions

Traditional transition points for us are starting into Nursery, preschool to primary, stage to stage and P7 to secondary education. The transition process involves pastoral arrangements and effective continuity and progression of pupils learning. At Fossoway Primary School a number of processes and procedures are in place to allow individual pupils to feel valued and well prepared for the next stage of their education. These include the professional dialogue that takes place between teachers (within our school setting and across the sector with playgroup and secondary colleagues) at points of transition, the sharing of evidence of progress in learning and pastoral issues, joint planning across the Curriculum Levels to facilitate continuity of experiences and learning.

For some children an enhanced transition may be required and this will be identified through the ASN process in consultation with parents/carers. A specific plan will be drawn up with enhanced transition arrangements put in place if this is felt necessary to meet the identified needs of a child. (See Support for Pupils section)

Choosing which Nursery / School your child attends is one of the most important decisions you are likely to make for your child. There are many factors to consider and we can discuss any questions you may have or indeed help with enrolment processes, if required. We facilitate information sessions for parents, designed to discuss the general procedures and are happy to discuss individual cases if required.

Please note that procedures and policies as well as the catchment for Fossoway Nursery are different from school. More information can be found following this link:

www.pkc.gov.uk/preschool

On completion of your child's primary education the normal arrangement is for children to transfer to your catchment secondary school of Kinross High School, Loch Leven Community Campus.

Name: KINROSS HIGH SCHOOL
Headteacher: Mrs Sarah Brown
Address: Loch Leven Community Campus, The Muirs, Kinross, KY13 8FQ
Tel/text Nos: 01577 867100
Website: www.kinrosshighschool.org.uk
Email: kinrosshigh@pkc.gov.uk

You will, of course, be aware that you can make a parental placing request to attend a secondary school other than the catchment school. Further information on how to make a placing request is available online at

www.pkc.gov.uk/article/17300/Secondary-school-enrolment

The Curriculum

What and how will my child be learning?

The newly revised curriculum is now in full operation namely – A Curriculum for Excellence (CfE). It aims to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum for pupils aged 3 to 18. Young people are learning through a carefully planned range of broad experiences to meet a wide range of set outcomes. The methods of planning, teaching, learning and evaluating what is happening in school has changed over the years and now very much involves the pupils themselves working with the professionals around them, often leading the learning within a classroom. The progressive development of key skills aims to provide our younger generation with the toolkit they need to reach their full potential and face the challenges a changing society may throw at them in years to come. School is very different from when we were your child's age and so it should be, we live in a different world. Scottish Education has recognised the need to give our children what they will need for the future ahead of them.

The purpose of CfE is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

At Fossoway we plan the learning and teaching using the CfE experiences and outcomes in the 8 key curricular areas of:

- **Literacy & English** The development of literacy skills plays an important role in all learning. Children need to communicate, collaborate and build relationships, reflect on and again explain their literacy and thinking skills, use feedback to help improve and sensitively provide useful feedback for others. They will learn to engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT. Basically children learn to Read, Write, Talk and Listen across the curriculum.
- **Numeracy & Mathematics** All teachers have responsibility for promoting the development of numeracy across the curriculum. Children will learn to interpret, work with, manipulate and understand the concepts and rules of Number, Problem Solving and Enquiry. Other mathematical concepts such as Money and Measure, Shape, Position and Movement and Information Handling, are often taught through a cross curricular approach or as stand-alone studies.
- **Health & Wellbeing** Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We all need to be in the right frame of mind, we need to be healthy and ready to learn to do our best. This core curricular area is one of the three most important as if a child is not in the right place to learn; they will not reach their full

potential. When we plan to cover sensitive topics within this area (such as sexual health or drug awareness), we will advise you in the Blue Sharing the Learning folders beforehand. If at any time, you feel there is a factor affecting your child's

Health and Wellbeing, then please let us know so we can work out a plan to combat any barriers to learning this may cause.

- **Social Studies** Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.
- **Science** Through the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They can engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creating and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.
- **Expressive Arts** By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally. This is delivered through music, dance, drama and art and craft.
- **Religious & Moral Education** Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people.

We are a non-denominational school who base our religious beliefs around the Christian faith. We endeavour to teach our pupils to understand, respect and appreciate the diverse social and cultural differences of our world, through moral stories and teaching as part of our Religious and Moral Education curricular input. Assemblies are held regularly and sometimes attended by our School Minister.

Under the terms of the Education (Scotland) Act 1980, parents 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.

In particular, parents 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.

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

www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion

- **Technologies** The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied

technologies. It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts. We are lucky to have and use a wide range of different technologies to enhance and, indeed, capture the learning and teaching across the school.

- **Language** German is currently taught in P5, P6 and P7. French is taught through the school from Nursery to P7.

The above Curricular areas are rarely taught in isolation from each other. We plan to develop the children's understanding of the links within learning through interdisciplinary topics. The progress across the curriculum is tracked in school to maintain momentum and ensure the delivery of the 7 principles of the Curriculum.

Learning takes place in a variety of ways. Through active and cooperative learning, where children are actively 'doing' activities, pupils take ownership of their learning. Textbooks and worksheets still play an important part but are not the mainstay of the planned learning. We use trips, outdoor learning and information technology to enhance and explore the depth of our learning and give relevance to the knowledge and understanding we teach. Children are encouraged to think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence covers the whole range from 3 to 18 years of age. As far as Primary pupils are concerned, the curriculum experiences and outcomes are divided into three groupings: Early (Nursery and P1); First (P2 to P4); and Second (P5 to P7). 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.

We continue to assess the pupils on an on-going basis both formally and informally, gathering evidence of knowledge, understanding and application. We are currently evaluating and developing the assessment and moderation processes in line with CfE. Please note reports will no longer contain 5-14 levels of attainment.

By helping pupils develop capacities and skills and apply these in a range of contexts, we aim to encourage children to actively go on learning throughout their lives and be more flexible and resilient in an ever changing world.

You can find out much more about how the CfE fits together and what it means for your child on the following website:

[www.education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](http://www.education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

Our Parent Council has also compiled a list of frequently asked questions (FAQs which give more information relating to how we do things at Fossoway) that you may find helpful. These are available from the school office.

Assessment

There are a variety of assessments we use in school to work out where children are in their development.

The first type is formative assessment. The teacher will watch how the children go about doing the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood and will examine jotters and other written work, what they have said, made or done. Pupils are assessed against learning intentions and success criteria on an on-going basis. These are shared with pupils at the start of a lesson or topic and used to help the evaluation process. The child will therefore have a clear idea of 'what a good one will look like' and will know what his/her next step in learning will be.

Pupils are given regular feedback on how they have done, they are encouraged to self-assess and assess each other. It is important that pupils take ownership of their learning, understand why they are doing a task and what the expectations are for a lesson or project. By assessing in this way, the evaluation of progress is an on-going, unobtrusive process and informs the planning process for teachers and next steps for pupils. At points throughout the learning process, the class teacher will record progress against Curriculum for Excellence outcomes covered in a variety of ways to keep track of where the children are and inform future learning. This information is also tracked by school management within regular planning discussions with class teachers.

The second type of assessment is summative or diagnostic. This incorporates the more formal type of test, often used to assess knowledge and understanding. These are usually completed as part of the on-going work in class. Other assessments may be utilised from time to time to identify or rule out a particular difficulty or indeed strength and may be carried out by a number of professionals working in the school.

Reporting

Two formal parent/teacher discussion nights are arranged to discuss your child's progress each year, normally in October/November and March/April.

Teachers are sometimes available at 3.15 pm for a brief chat to help with enquiries or give advice, should you need to contact them urgently - please phone and check with the school office to ensure it is convenient. (On Wednesdays staff is usually involved in training or development work after school).

If you think, however, you will need more time to discuss matters further it's always best to call the office and ask to make an appointment.

During the year, we invite you into the School during the day and in the evening to see your child's work and to find out more about how and what he/she is learning.

You will also receive Learning Plans and targets and supporting evidence within the Learning Steps jotters, which are regularly sent home, giving you an overview of what your child is learning and providing an opportunity for you to engage in the learning at home.

Parents/Carers are provided with opportunities to share in the learning and progress through attending Shared Learning events, Assemblies, School Shows and by seeing examples of progress when Learning Steps Jotters are sent home, as well as in the form of the end of session summative Report to Parents document.

Pupils will progress through Levels, typically over a three year period with scope for breadth and depth of learning opportunities. Nursery- P1 is a typical Early Level duration; P2-P4 is a typical First Level 1 duration and P5-7 for Second Level.

Taking account of Curriculum for Excellence assessment guidelines, teachers will use their professional judgement to decide the level towards which each child is working. A teacher will collect evidence of that attainment from class work or may use a formal summative assessment to check his/her own judgement that a child has attained a level. As most children will normally take three years to cover the experiences and outcomes within each level, assessment is an on-going process.

Nationally, attainment is gauged through Scottish National Standardised Assessments.

Online Pupil Profiles are also being developed, mainly in the upper primary stages to track and report on skills development. These are currently part of the transition process between Primary and Secondary school. More information on these can be found here:

www.education.gov.scot/parentzone

In addition to this, you will also receive a summarised end of year report (usually in May / June) covering your child's progress across the curriculum across the year in accordance to PKC guidelines.

Support for Pupils

At some point in their school career the majority of children are likely to experience some difficulties of one sort or another in their learning. Sometimes this may be only a very minor problem or sometimes a child may swing in and out of difficulty depending on what and how something is being taught. Sometimes though a learning problem may be very serious and may be resulting in the pupil making little progress or underachieving and becoming distressed.

In all situations it is the job of the class teacher to identify that there is a problem and to try to offer appropriate help. The class teacher is supported in this work by the Pupil Support Teacher (PST), who is able to offer a range of skills and services to help pupils and staff meet identified needs. It may be that a parent notices a change or difficulty that they wish to discuss.

If you think that your child has additional support needs you should contact your child's class teacher in the first instance, as they will have an overall picture of your child's progress. You can do this by contacting the school office or writing a note to the class teacher to request a meeting. Often class teachers will have identified a need and, in consultation with the Head Teacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

Sometimes a child will be part of a small group receiving extra help from the class teacher, a Classroom Assistant or a Pupil Support Assistant. At times the child may work outwith class in a small group, although normally support will be given within the classroom situation.

Some pupils have an Individual Education Programme (IEP) to meet their particular needs. Others who have involvement with Social Work, Health Services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision. Review meetings for these pupils will be held throughout the year to track progress relating to these specifically identified needs.

Learning difficulties can usually be sorted into those which are:

- 1) Child based e.g. perhaps a spelling problem, or a short concentration span, poor study skills or difficulty managing behaviour or relationships etc, etc.
- 2) Curriculum based e.g. resources or methods are not matched well enough to the child to help him learn effectively; new resources and methods are being introduced for the first time etc.

This may involve the PST in undertaking assessment work or direct teaching of a child or group of children. She may be introducing new skills or resources or revising or re-teaching a particular part of the curriculum. She will also coordinate other support staff to carry out

support intervention when she is not here.

She may also be working co-operatively with the class teacher, trying to improve methods or materials in a specific area e.g. problem solving, motor skills etc. She might also be working with very able children extending their learning experiences.

The PST often acts as an advisor to all staff and the Head Teacher letting them know about new ideas and resources, as well as planning programmes to help particular pupils be more successful. In Fossoway the PST works in all classes and with children of all levels of ability. Pupil progress is regularly monitored and checked to plan what assessment and support is given if required. Sometimes the school may seek advice from other professionals e.g. Speech and Language therapist, School Nurse, etc. Parents will always be informed about this and their views and support sought. If you have any concerns about your child's progress please contact the school for help and advice.

Information on the authority's policy in relation to provision for additional support needs can be found at

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

There are organisations specified by Scottish Ministers which 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:

(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: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at <http://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."

School Improvement

The main achievements of Fossoway Primary School and Nursery can be found in our Standards and Quality Report which is published annually and is available on both the Perth and Kinross website and on the school website

www.pkc.gov.uk/article/17507/Fossoway-Primary-School

Our Nursery and Primary provision was inspected a good few years ago now but the reports written then are also linked into this site.

As part of commitment to continuous improvement, during the school year, we complete a full self-evaluation which identifies our strengths and identifies our next steps for improvement for our own school. This is then linked to the National and Regional requirements and guidance for planning for the following session. In consultation with the Parent Council, pupils and staff, we agree the action points to concentrate on the following

year for Fossoway Primary and this forms the basis of our School Improvement Plan (SIP).

We post our SIP on our school website. Paper copies can be requested at the school office.

School Policies & Practical Information

Authority Education Policies and Services

The authority website provides information on policy.

School enrolment to include primary, placing requests and composite classes

www.pkc.gov.uk/article/17299/Primary-school-enrolment

Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition

www.pkc.gov.uk/article/17282/Schools-grants-and-benefits

Information of Educational Psychology Services

www.pkc.gov.uk/eps

Primary School Meals and free fruit

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

Organisation of School Day

School day	9.00 am to 3.15 pm
Morning Break	10.40 am to 10.55 am
Lunchtime	12.35 pm to 1.35 pm

NURSERY TIMES

Morning Session	8.55 am to 12.07 pm
Afternoon Session	12.43 pm to 3.55 pm
All Day Session	8.55 am to 3.19 pm

Lunch Money or Packed Lunch?

We are extremely fortunate in having our school dinners cooked freshly in our school kitchens daily. Lunches are cooked to order and all children are asked to pre-select the meal they want from a Lunch Menu:

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

Every P1-3 pupil is entitled to a free school meal, no application process is necessary.

The cost is £2.10 per day or £10.50 per week, preferably payable on a Monday (**payable by Parent Pay or if money is sent to school, it should be sent in a labelled envelope**). Free school meal forms are available from the school office or from Perth and Kinross Council, Children and Education Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5DG

There is normally a choice of both the amount and type of food the children can have and pupils are encouraged to eat what they have chosen.

Both vegetarians and children with particular dietary requirements can be catered for.

If your child is likely to take school meals we suggest they do this from as early on as possible as it helps them settle into the school routine. It will help your child too if you are already encouraging them to use a knife and fork properly at home.

Children who bring packed lunches have their lunch in the school dining hall with the other children. They are expected to eat what you have provided for them and will take home

whatever they don't manage, so that you can keep a check at home. Please do not include a sugary drink, sweets or biscuits in your child's packed lunch box. Due to nut allergies within the school we would also prefer if our school could be a nut free zone as far as possible and appreciate your support with this.

Something for Playtime

In Primary 1 and 2 your child will be given a piece of fruit to eat as a morning snack 3 times a week.

All playtimes are supervised by playground supervisors.

In wet, very cold or windy weather the children are usually brought inside and are looked after by the Playground Supervisors and P7 monitors.

All children are encouraged to go to the toilet during break times to establish this as the 'time' when they should 'go'.

Uniform/Clothing

We do not insist on a school uniform but most of our pupils like to wear it and we would ask parents to encourage their children to do so. We need the children to be sensibly dressed for practical every day work and, of course, the weather.

Fossway uniform is available to purchase through School Trends (www.stparent.co.uk). All ordering details can be accessed from the school office.

The uniform consists of:

- Royal blue sweatshirt with School logo
- White polo shirt with or without School logo
- Grey/black trousers or skirt
- Sensible outdoor shoes (preferably not trainers)
- Indoor soft shoes (gym shoes)
- PE kit (see below)

Other items available:

- Sweat cardigan
- Fleece jacket
- Reversible waterproof fleece jacket
- Knitted hat
- Gingham dress

Your child's property should be clearly marked with his or her name.

Remember, in P1 all these items look the same to a 5 year old so please do all you can to help busy staff.

Please encourage your child to practise putting on his/her own clothes and shoes before they begin School. Assistance will be given with tricky buttons, zips etc. It is a great help to everyone if children are already trying to manage these things for themselves.

Jewellery

All pupils are discouraged from wearing jewellery in particular hoop/dangling earrings. For Health and Safety NO jewellery is allowed to be worn during PE sessions. If your child's ears have just been pierced, they must come to school with their ears taped or, in the case of older children, have their own tape and be responsible for covering up the earrings.

PE Kit

This consists of a white polo shirt or T shirt (no vest tops or football strips, please), shorts, socks and gym shoes. Trainers and tracksuit bottoms may be worn for outdoor activities only.

Kit should be brought in a drawstring or other suitable bag and taken home regularly. It's very important that parents keep checking that gym shoes fit their growing child.

PE and Movement lessons are normally held at set times throughout the week but can vary. It is advisable that your child has their kit readily available on a Monday morning.

'Inside' Shoes

To cut down on wear and tear within the School, the children are encouraged to bring a soft pair of shoes, slippers or gym shoes, to change into during the day. These shoes will be left in School but we will send them home periodically, so that you can ensure they still fit your child and have not worn out. This also means that children have warm, dry shoes to change into should they get wet outside.

A School Bag

Your child will need a bag to put personal belongings in and carry schoolwork home in. (For the younger children, it's always a good idea to put a plastic bag with a change of underwear in it too, just in case!) Your child will be issued a Fossoway Book Bag to transport homework and reading books to and from school (donated by Fossoway PTA).

Extra Curricular Activities

As well as offering a wide range of visits and speakers during school hours, the School has a number of extra-curricular activities.

Throughout the year these change but can include bridge, fencing, French, rugby, football, cycling, art/crafts, school show rehearsals and various sports opportunities.

Pupils in some stages are involved in school swimming activities. Older pupils also get opportunities such as curling, orienteering, hockey, country dancing, kwik cricket, etc during term time.

In addition to these activities the School has an annual organised residential trip as part of the P7 – S1 transition programme.

Homework

Your child will be set homework on a regular basis. Information regarding this is communicated in class newsletters or specifics noted in the homework diaries. Pupils are issued with a Fossoway Homework Pack (funded by FPTA) to keep everything together.

We expect that parents will help to support their child with the homework, by discussing the content and ensuring that it is completed on time. We do not ask that parents actually do the

Homework for pupils (you are free to have a go yourselves). Usually tasks set will be to consolidate work completed in school. It may be a research task or a job involving making a model of some kind. Class teachers will usually give you instructions to aid support at home if this is the case. If your child is struggling with a homework task, we need to know, so please inform your child's teacher as soon as possible, by noting any concerns in the Homework Diary (provided by the FPTA).

We are also utilising the internet to provide homework opportunities for our pupils. If there is a difficulty in using this option, please let us know.

Our homework policy, revised in consultation with parents, is available on our school website or copies are available at the school office.

Use of Cameras, Videos and Mobile Phones

When children enrol at school, parents are asked to give their permission about how pictures of their children can be used. This can affect whether or not we can allow other parents to use personal photographic equipment, including mobile phones, in school. If you are unsure, always check with the school office.

Pupils should not use mobile phones in school. Internet access is currently only available for PKC approved and configured equipment.

The School Bus

We suggest that children who are going to travel on the school bus do so from the start as it helps them settle in more quickly. If your child is not going to be travelling on the school bus for any reason try to let the driver and/or the school know.

NO PUPIL MAY TRAVEL ON THE SCHOOL BUS UNLESS THEY HOLD A VALID SEASON TICKET. This is for insurance purposes.

Visits

Whenever your child is to be taken on a trip or involved in any activity, either outside of the school grounds or after normal school hours, details will be communicated to you at home.

A 'Blanket' consent form is now issued at the start of the year to cover written permission for most trips and activities, e.g. study visits, local walks, travel to sports, etc.

Parent help is usually invited (and much appreciated) for school trips and activities but please remember you must not transport pupils on school business unless you have child safety seats for children under 11, are appropriately insured to do so and have been asked to do so by the Head Teacher or her representative. If you wish to help in school regularly you may be asked to complete forms in regard to disclosure checks.

School Registration

Parents are asked to register new intake P1 pupils in January of the year they are due to start school. Parents moving into the area who wish to enrol their children at the school should contact the school office. Parents living outwith our catchment area can make a placing request to have their child granted a place in Fossoway Primary School. Details of this are available at

www.pkc.gov.uk/article/17301/Placing-request

Nursery pupils are usually invited to register in February each year.

www.pkc.gov.uk/preschool

Security- Visitors to School

You will appreciate that security is a very important issue for us in school. It is vitally important that we know exactly which adults are in school at any given time and for what

purpose. We have a security entry system at the main front entrance and the Nursery door and must ask that all parents enter by these respective doors. Entry to school is only during the hours of 8.50 - 3.30 due to office staffing/opening hours, unless you have a prearranged meeting with a member of school staff outside these hours. Once inside the building, parents are asked not to open doors to any other adult, even a known one; from time to time a parent may be temporarily or permanently denied entry due to family disputes or legal issues. Similarly children do not open the external doors for visitors. All visitors to the school sign in and wear an identity or visitor's badge for the duration of their visit. Parent helpers wear badges and school staffs wear Perth & Kinross ID badges.

Health Care

Fossoway Primary is a Health Promoting School. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging Health Programme for all learners, Nursery through to P7. We work in partnership with Health agencies to provide the best health care for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed (within their limited resources) for pupils in need of this service. 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 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. There is a tooth-brushing programme in Nursery as part of the Childsmile national programme

www.child-smile.org.uk/professionals/about-childsmile.aspx

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 direct. The Scottish Government recommendation is that alert letters are NOT sent home in the management of head lice infection. See the link below re advice:

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

Instrumental Tuition

There will be an opportunity annually for those interested to apply for instrumental tuition through the local authority at a subsidised cost (generally P4-P7); families in receipt of benefits will be offered reduced fees. Currently we are offering woodwind and guitar tuition. The link below explains grants/benefits in relation to musical tuition costs

www.pkc.gov.uk/article/19741/Instrumental-Music-Service

Pupil Voice

Our pupils have a wide range of opportunities to voice their opinions and ideas. Through informal, solid relationships with staff, we encourage our pupils to talk about all they do, think about and learn. We conduct pupil surveys to find out their anonymous thoughts; the Learning Council actively engages their peers alongside other committees across the school to ensure our values aims and vision are embedded. We give as many opportunities as we

can to enable our pupils to realise that learning is not something that we do to them, it is something we do with them. We value their opinions and they help shape their own future as well as the future of our whole school community.

Name of Child Protection Officer

We take our duty of care to our pupils most seriously; in Fossoway Primary School that is everyone's job. "Getting It Right for Every Child" (GIRFEC) introduces the concept of a Named Person. The Named Person is a professional within the universal services of health or education, depending on the age of the child. From P1-P7 the Head Teacher is the Named Person and is the first point of contact for children and families and for other agencies when there are concerns about a child. The Named Person is usually the person to initiate action if a child needs extra help, and is critical in supporting early intervention. The Named Person will monitor the child's progress and ensure they are continuing to be protected and their needs are met.

The Child Protection Officers are currently Mrs Margaret Forster, Mrs Lisa Brown, Mrs Janie Clemie and Mrs Denise Wilson. All staff is 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 she/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 Head teacher, as Named Person, informed. At all times we are concerned to act responsibly to protect the child and to keep parents fully informed.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people in Scotland. 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. However, it is the case that at times any family might need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it. The Children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law in 2016 including:

1. the Named Person service being made available for every child and young person, and their family; and
2. Where a child or young person does need some additional help and support there will be one single plan in place, the Child or Young Person's Plan, to coordinate the support from all the services and agencies involved and ensure everyone works together to deliver better outcomes for the child at the centre of the plan.

Named Person & Wellbeing

From August 2016, as a requirement of the Children and Young People (Scotland) Act 2014, every child and young person will have the right to support from a Named Person to help ensure their wellbeing. In Perth & Kinross, from birth until a child starts school in P1, the Named Person will be the child's Health Visitor. For Primary and Secondary age children, the Named Person will usually be the Headteacher, Depute Headteacher or Principal Teacher of Guidance/Support in the school the child or young person attends.

The Named Person's role is to support, promote and safeguard the wellbeing of children and young people. In the Act, wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible Included

This description helps 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 indicators are referred to as SHANARRI (Wellbeing Wheel).

Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is Fossoway Primary School Nursery.

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:

www.pkc.gov.uk/preschool