

# Perth Grammar



## School Handbook Academic Session 2018-2019

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## Introduction

A warm welcome to our learning community, Perth Grammar School. The purpose of this handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parents about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

At Perth Grammar School, through our core values of 'Pride, Respect, Ambition', we aim to encourage and support our pupils to flourish as young global citizens with the skills, knowledge, values and attitudes that will enable them to adapt and thrive. We work on this together by constantly looking inwards, outwards and forwards in terms of our own development.

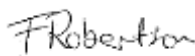
Everything we do is geared towards this vision – our ethos, our curriculum, the opportunities we offer for qualifications and other achievements, the types of learning approaches we encourage, the activities we offer out of school and beyond the normal school day and the improvements we make to the buildings and grounds. As a school community of young people, parents, staff and partners, we continuously work to improve the education we offer, create a positive learning environment and help all learners to achieve their full potential.

Following wide consultation, our curriculum underwent changes in session 2015/16 to reflect the Broad General Education and Senior Phase as well as to bring about a constant focus on positive destinations in relation to *Developing Scotland's Young Workforce (DSYW)*. On an ongoing basis we continue to monitor and review the context of the curriculum at Perth Grammar School and apply local and national policy alongside this to strive to *Getting It Right for Every Child (GIRFEC)*.

Ultimately, at the heart of becoming an outstanding school is the quality of the relationships that exist between pupils, staff, parents and our learning community in the widest sense. We believe nothing is more important than the way we treat one another and we do our best to ensure this happens in practice. As of 2016 we have embarked on the process of becoming a *Rights Respecting School*.

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

Kindest regards



Fiona Robertson  
Head Teacher

## Message from our Head Boy and Head Girl

The transition from primary to secondary is a big step - we remember it well. This is why the whole school community works to help you through this time. All pupils have a personal support teacher and guidance teacher who are there for any problems you have at the start and right through your time here. Staff and pupils also run lots of wider curricular opportunities to get involved with and meet new friends. Input also comes from prefects - fifth and sixth year pupils with coloured bands on their blazers. Prefects apply to join the team and volunteer their time to support and lead within the school community.

The prefect team is not just supportive, as you move through the school prefects organise experiences for all pupils, and encourage pupil leadership. They have also been in your shoes so that is why they are often the best person to go to. So, if you have any questions to ask we would be happy to answer them.

Throughout your years at Perth Grammar you will start to build a bond with teachers as they get to know you more and that's what makes it such a welcoming atmosphere.

Personal support is run twice a week and this is when you will receive any information / news about the school. Your personal support teacher will also have learning conversations to ask you how you are finding school and if you are enjoying your classes. There is always someone to talk to you.

We wish you all the best here at Perth Grammar and hope you take as much from it as we have. The main thing is to *enjoy* your time here because it will fly by.

Your Head Boy and Head Girl  
Ryan Cummins and Lorna Coull

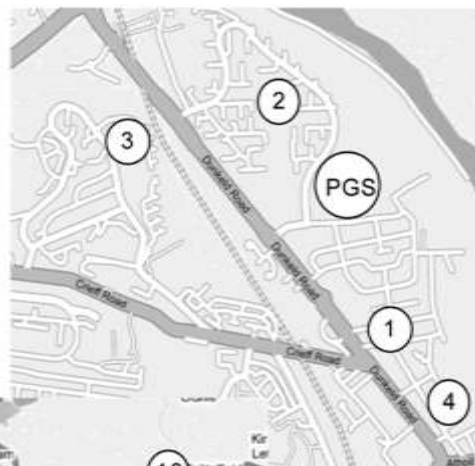


## Delineated Area

Perth Grammar School is one of the three comprehensive non-denominational schools that serve *Perth City and District*. The organisation of secondary education in this area is based on the transfer of all pupils from certain associated primary schools to a designated secondary school. The list of associated primary schools for Perth Grammar School is as follows.

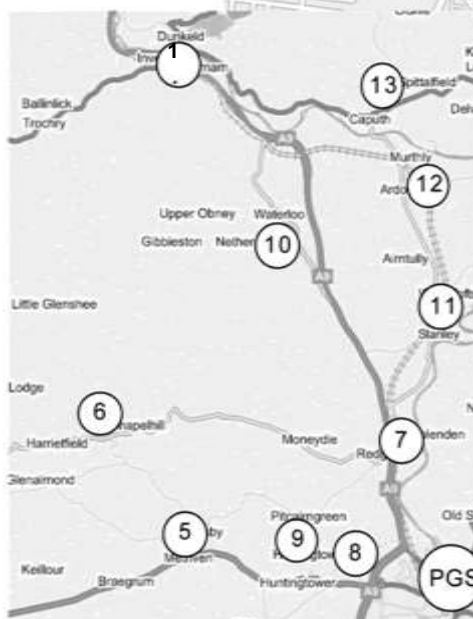
### Perth City

- 1 Balhousie Primary School
- 2 North Muirton Primary School
- 3 Tulloch Primary School
- 4 St Ninian's Primary School\*



### Rural area

- 5 Methven Primary School
- 6 Logiealmond Primary School
- 7 Luncarty Primary School
- 8 Ruthvenfield Primary School
- 9 Pitcairn Primary School
- 10 Auchtergaven Primary School
- 11 Stanley Primary School
- 12 Murthly Primary School
- 13 Glendelvine Primary School +
- 14 Royal School of Dunkeld +



\* For those pupils who live in the catchment area of associated schools of Perth Grammar School.

+ For those pupils for whom it is more convenient to travel to Perth.

Each year a significant number of students who live beyond our catchment area also seek entry to the school through placing requests.

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

## Contact Details

Address	Perth Grammar School, Gowans Terrace Perth PH1 5AZ
Telephone number	01738 472800
Fax	01738 620073
Email	perthgrammar@pkc.gov.uk
Website	www.perthgrammar.org.uk
Twitter	@PerthGrammar

Perth Grammar School is an S1-S6 comprehensive, co-educational, non-denominational secondary school. At present the school does not provide teaching in Gaelic.

### School Accommodation

Perth Grammar opened in 1971 and is situated in North East Perth close to the North Inch of the River Tay. The main 3-storey teaching and administration block accommodates English, Mathematics, Modern Languages, Social Subjects, Religious & Moral Education, Computing and Business Studies and our dining centre, assembly hall, library & fully-functioning theatre. This is augmented by extensions housing Expressive Arts (Drama, Dance & Music), Home Economics, Technical Education, Science and Physical Education (PE). The PE accommodation includes a dance and fitness studio, gym hall and large games hall with its new state-of-the-art climbing wall opened in session 2012-13. The school also benefits from an excellent athletics centre within its grounds, the George Duncan Arena. This was opened in 2005 and is available for use by the public out-with school hours. Our proximity to St John's Academy, our Sports Comprehensive partner school, enables us to share their new campus facilities including astro turf, 2 games halls, a fitness suite and dance studio. The school grounds provide extensive opportunities for outdoor learning and sustainability education, including a well-maintained science garden and a polytunnel and raised beds area for the development of rural skills.

Our dining service is well-equipped with a main dining hall and sandwich bar providing hot meals, snacks or bespoke sandwiches together with an outdoor kiosk in the school grounds and a pre-order service for ordering meals that can then be collected at lunchtime to avoid queuing.

We have recently completed a major refurbishment to our Technology, Home Economics and Computing Departments. In 2017 the school will begin to benefit from a further £6.9m building improvement programme.

### Current School Roll

Year	Number
<b>S1</b>	<b>191</b>
<b>S2</b>	<b>200</b>
<b>S3</b>	<b>188</b>
<b>S4</b>	<b>181</b>
<b>S5</b>	<b>152</b>
<b>S6</b>	<b>92</b>
	<b>1004</b>

## **How we communicate with Parents / Carers**

### **Contacting the school**

You are welcome to contact us at any time. In an emergency or serious situation you can, of course, call at the School Office without prior arrangement. In most cases however, it is best to make an appointment by contacting us by telephone or email. In the first instance, please ask to see the Guidance Teacher or Head of House who will be able to assist. We respectfully request that parents do not contact their child/children by personal mobile phones during class times to facilitate learning and teaching.

**IF YOU ARE IN DOUBT ABOUT WHAT TO DO, PLEASE CONTACT THE SCHOOL.**

### **Group Call - Text Messages for Parents**

We have a system called Group Call which enables us to send text messages to parents' mobile phones. This means we can pass a message to groups of parents quickly and easily. Text messaging will only be used in appropriate situations for example:

- Unreported absence from school
- Lateness to school
- Parent Events (such as Parent Contact Meetings)
- School closures of any kind
- Reminders for notes when pupils are absent

To allow us to make best use of this facility it is important that parents keep us updated of any changes to their mobile phone number.

### **Group Call – Email System**

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

### **Letters to Parents**

A weekly information bulletin containing items of information and topics of interest about school activities is emailed to parents. The school recently has a communication strategy to ensure parents are informed by electronic letter or by telephone where there is a particular concern.

### **Website**

Please visit our school website to find out useful information on the school. The address is: [www.perthgrammar.org.uk](http://www.perthgrammar.org.uk).

This is updated on a weekly basis with the focus of the school for the week and all the latest news which we would like parents to know about. We also ask for feedback through the website.

### **Twitter**

The school has a Twitter feed which you can follow to find out news of recent achievement and successes. You will find this at the following address: @PerthGrammar. (Please note that this is an information providing facility only and can also be accessed via the website).

### **Face to Face**

Perth Grammar School holds Parent Contact Meetings throughout the school year for all year groups. These are to keep parents/carers up to date at key times through your child's share the curriculum your child is following and the progress that they are making.

## Staffing

At present the 1004 pupils who attend the school are served by a teaching staff of 81.

## Senior Leadership Team

The school's senior leadership team currently comprises:

Head Teacher	Miss Fiona Robertson	
Depute Head Teachers	Mr Michael Farrell Mr Martin Reid Mrs Carol Scott	School Improvement School Improvement Support for Pupils and Staff
Business Manager	Mr Anthony Clark	

## Curriculum Areas

There are 11 Faculties and Departments based on Curriculum Areas and each led by a Principal Teacher: Art, Business Education, Computing, Expressive Arts, English, Languages, Maths, PE, Science, Social Subjects and Technology.

These Faculties and Departments work hard to provide a wide variety of courses suitable for pupils of all abilities. Each year pupils are presented for a range of National Qualifications and other achievements, and performance in these has improved year on year. In addition to this, there is an extensive Pupil Support Faculty.

## Pupil Support Faculty

Our school is a caring community in which each pupil is supported to be all that he/she can be. The Support Faculty is overseen by the Depute (Support for Pupils and Staff). The Principal Teacher (Additional Support Needs, ASN) oversees the work of the ASN Department, the Individual Support Department, Enhanced Provision and Nurture Team. Each house has 3 full-time Principal Teachers of Guidance. We are also fortunate to have a Pupil Support Officer and Community Link Workers who assist young people and their families, as well as ASN Assistants and our Attendance Project Officer who supports young people to attend school. Pupil Support, in its widest sense, involves all teachers in the school, but it is focused by a team of Pupil Support Teachers who have special first line guidance responsibilities, the main one of which is getting to know all the pupils in his/her group and making sure each pupil understands that there is someone who is focussed on his/her all-round personal development.

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

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



**Personal Support Teachers**

Each first year pupil is allocated to a Personal Support group. The pupil's Personal Support Teacher will have a responsibility for the same class from S1 to S6 to allow the opportunity for the development of positive relationships and for each pupil to be well-known to an adult. They will take the class for Personal Support Time for 30 minutes twice a week. During that time there will be a drive for pupils to reflect on their learning, work on profiling, engage in learning conversations and enhance their leadership skills.

**Non-teaching support staff**

As well as the non-teaching staff mentioned in the Pupil Support section above, we benefit from a further team of staff including a medical auxiliary, 1 administrative assistant, 6 clerical assistants, 2 technicians, 2 general assistants and 3 janitors. We also work very closely with Tayside Contracts staff who provide our school meals and cleaning services.

## STAFF LIST 2018/19

### SENIOR MANAGEMENT

Fiona Robertson  
Mike Farrell  
Martin Reid  
Carol Scott  
Anthony Clark

HT  
Depute  
Depute  
Depute  
Bus. Manager

### ART

Michael Alexander PT  
Laura Millar  
Aimie Bene

### BUSINESS EDUCATION

Gail Murray PT  
Susan Fergusson

### COMPUTING

Vacancy  
Mary Cook  
Mark Stewart

### EXPRESSIVE ARTS

Sam Lewis PT  
Corrie Simon (Music)  
Lindsay Waterson (Music)  
Vacancy (Drama)

### ENGLISH

Holly Hamilton PT  
Eleanor Moir PT  
Agatha Barrett  
Sarah Urquhart (P)  
Ian Dudgeon  
James Craigon  
Jan Venter  
Cara Wishart  
Vacancy

### GUIDANCE

Christy Stevenson (Almond)  
Sam Auld (Earn)  
Stephen Cameron (Lomond)

### MODERN LANGUAGES

Gayle Jamieson PT  
Gemma Gilruth  
Kristie Miller  
Tim Carmichael  
Teresa Del Rio Tortella

### MATHS

Timothy Ledger PT  
Ian Hunter  
Heather McCowan  
Beverley Field  
Jackie McConville  
Jenni Loudon (PT Engagement)  
Russell Martin  
Colette Muszynski  
John Wrightson

### PE

Craig Martin PT  
Russel Kesson  
Kirsty Taylor  
Andy Lochhead  
Gregor McIntosh  
Christie Laird  
Nicola Marshall  
Darren Millar

### SCIENCE

Fiona Stewart PT  
Cherry Elder  
Judith McKell  
Anna Dickinson  
Stephen Crawford  
Abby Greene  
Aly Spalding  
Darren Reid  
David Finch  
Jay Lal  
Vacancy

### SOCIAL SUBJECTS

Shiona Park PT  
Emily Connon  
Gael Cowan  
Kathryn Roper  
Lucy Hume  
Suzanne Luti  
Melissa MacColl  
Mark Walker (PT Equity)  
Murray Swan  
Alistair Kennedy  
Angus Clark

### SFL

Claire McCrimmon PT  
Jon Haine PT  
Lucy McIntosh  
Caroline Petrie  
Lynne Pattison  
Jane Hodgkinson  
Hazel Jamieson  
Neil Douglas  
Cathy Heads  
Cheryl Bartlett

### TECHNOLOGY

Dawn McLeish PT  
Alan Brown (Tech)  
Dawn Cameron (Tech)  
James Conn (Tech)  
Rhona MacKinnon (Tech)  
Briony Campbell (HE)  
Elaine McCreanor (HE)  
Suzanne Kelly (HE)

### OFFICE

Eileen Crawford (Admin)  
Libby Conway (Admin)  
Wendy Davidson  
Margaret Dennis  
Hazel Jenkins  
Wendy Robertson  
Gillian Watson

### FIRST AID/HEALTH

Deirdre Martin

### LRC

Fiona Donaldson  
Cara Trotter

### SFL ASSISTANTS

Linda Angus  
Gillian Blyth  
Margaret Graham  
Susan Hoolachan  
Sharon McDonald  
Ross Munro  
Gillian Reekie  
Judith Ritchie  
Wendy Taylor  
Devon Cowper  
Julia Millard  
Anna Gordillo

### PUPIL SUPPORT

Lesley Dunbar  
Linda McFeat

### TECHNICIANS/GENERAL ASSISTANTS

Allen Shepherd (Senior Technician)  
Iain Ballingall (Technician)  
Linda Radcliffe (General Assistant)  
Susan Smith (General Assistant)

### ATTENDANCE

Scott Campbell

### COMMUNITY LINK WORKERS

Allan Clyne  
Jenny Main  
Claire Laing

### JANITORS

Brian Arnott  
David McIntosh  
David Young

## School Ethos

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

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

We have achieved the prestigious Eco Schools Green Flag demonstrating our commitment to education for a sustainable future and encouraging young people to find solutions to the local and worldwide environmental challenges that we face. Part of this work is developing global awareness through international education. We have links with schools in USA, Italy and in Perth's twin town in Germany, Aschaffenburg. Following successful World Challenge trips to Kenya in 2010, and Malaysia in 2014, the school now has a well-established trip to Tanzania in partnership with The Vine Trust. Over 30 pupils are already signed up for the 2019 trip. Whilst there, the group help to build homes for vulnerable people in local communities. Further major trips include London, Madrid, Pila Ski Trip (Italy).

## School Aims

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

To achieve this we:

Develop **Pride** in

- Self
- School
- Community

Promote **Respect** for

- Self and others
- The environment
- Wider community

Promote **Ambition** by

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

## Partnerships, Rights and Responsibilities

Perth Grammar is committed to supporting the Children & Young People's Bill 2014 which in turn is based on the United Nations Convention on the Rights of the Child. This is further reflected in our commitment to working towards the Rights Respecting Schools Award (RRSA).

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

## **Responsibilities of Pupils**

Pupils must strive to:

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

## **Responsibilities of Parents**

We ask parents to:

- Show that they support the school in setting the highest standards
- Make sure their children come to school regularly, on time, alert and ready to work
- Take an active and supportive interest in all aspects of their children's work
- Support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control
- Encourage their children to make constructive and enjoyable use of both their study time and leisure time

## **Responsibilities of School Staff**

Members of staff must strive to:

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

## **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.

## **Attendance and Punctuality**

Pupils must attend school unless prevented by their own illness. If a pupil is likely to be absent through illness, parents are asked to phone the pupil absence line (01738 472888). Information will be passed to the guidance teacher. Parents who wish their child excused from school for reasons other than illness should send a note to the Guidance Teacher asking for permission ahead of time.

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

An absence note explaining the reason for absence must be brought to the pupil's Personal Support Teacher immediately on return to school. This is necessary for school records even if there has been contact with school during an absence.

Pupils are expected to be punctual in the morning and after lunch as well as to/from lessons. An unexplained absence will result in a text message home. Attendance staff may also phone the parent contact. It is important that quick contact is made with parents over unexplained absences. A visit to the home may be made in relation to attendance. Further official procedures may be taken when a pupil has many unexplained or unwarranted absences. For full information on attendance please see the Perth and Kinross Council website: <http://www.pkc.gov.uk/article/2090/Attendance>.

## **Placing Requests**

Education Authorities have a duty to grant placing requests wherever possible. The policy of Perth & Kinross Council Education Authority is to assign each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependent on the pupil's home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, you have a right to make a request that your child be placed in a school of your choice other than the school which normally serves the catchment area in which you reside. We will try to grant your request providing there are places at the school you choose.

Advice has recently been published by Perth and Kinross Council's Support Team on placing requests. 'A Guide for Parents/Carers and Young Persons on Admission to School and Placing Requests' and further information can be found on the Council's website: <http://www.pkc.gov.uk/article/3140/Placing-Request>.

It should be noted that where a successful placing request is made, you, the parent/carer, must accept full responsibility for the arrangement and cost of transport to and from the school.

## **Relationship Policy**

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

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

## Parental Involvement / Engagement

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

We know from National research that children do better at school, and achieve more in life when parents and schools work together. Parents are the first educators of a child. Only 15% of a pupil's life is spent at school, and so it is very clear that parents have the most influential role in their child's education. We are therefore committed to working together with parents to ensure that every child does the best they can at school and beyond.

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

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

### Parent Council

Our school has always had an active and supportive Parent Council. In 2007/08 there was a change to the National Legislation and Parent Councils were formed. An AGM is held every September which every parent has the right to attend.

The chairperson of the Parent Council is Mr R Wilson  
The Head Teacher is the professional adviser to the Board.

### Parent Council Members

<b>Chairperson:</b>	Ronald Wilson
<b>Vice Chairperson:</b>	Graham Harbut
<b>Secretary:</b>	Vacancy
<b>Treasurer:</b>	Heather McRitchie

### Parent Members:

Audrey McIntyre-Miller  
Heather McRitchie  
Fiona Gartside  
Sandra Gourlay  
Nikki Farquhar  
Louise Middleton  
Andrew Cummins  
Gillian Birrell  
Suzie MacKenzie

Please check the school website for more information on the parent council and minutes of previous meetings. <http://www.perthgrammar.org.uk/>

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

## Transitions

### Joining Perth Grammar

#### **Pupils entering the school in First Year**

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

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

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

Pupils and parents are given the opportunity in October and June to see around the school and to meet members of staff and senior pupils.

S1 pupils have the opportunity to personalise their curriculum by choosing 'electives' to study for 1 period per week. They will make their choices towards the end of P7.

P7 pupils participate in a Transition Day held in Perth Grammar School in June so that they can begin to get to know the staff and make new friends before the two Induction Days in June.

Pupils know their new class before they visit Perth Grammar School for a 2-day visit in June.

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

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

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

#### **Pupils entering the school at other times or stages**

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

#### **Transfer from primary to secondary school**

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

They:

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

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

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

Mrs C Scott, Depute Support for Pupils and Staff, is responsible for the management of guidance. In addition, she oversees the work of guidance staff in:

- Careers education
- Personal/social education
- Classwork containing a programme of social education.

If you wish to withdraw your child from any part of the programme please inform the guidance teacher at the start of the session.

### **Enhanced Transition**

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

### **Transition from the Broad General Education to the Senior Phase**

As pupils progress through the first three years of their secondary education, they will have the opportunity to personalise their curriculum by choosing wider achievement electives for S1 and S2. They will then, while still following a broad curriculum, specialise further in S3. At the end of S3, through careful reflection in subjects and in personal support classes and by creating their own S3 Profile, pupils will be in an ideal position to choose the six best subjects to continue with for National Qualifications in the Senior Phase. All of these choices will be supported by Personal Support Teachers, Guidance Staff and Heads of House. At each stage we will provide a range of information to help decision-making, including reports on progress, parents' evenings, curriculum information sessions and careers fair, as well as online information on the school website.

### **Transition Arrangements for those living in the Bertha Park High School Catchment Area**

Bertha Park High School will be the first additional secondary school to be built in Perth and Kinross since 1972. Perth and Kinross is one of the fastest growing areas of Scotland and as a result Perth Secondary schools will be near to capacity by 2021. A review of the school estate identified a new Perth secondary school as a priority. The new **Bertha Park High School** reflects the projected growth in population and resulting house building and infrastructure required to support this.

The new secondary school catchment area will include pupils from the Local Development Plan (LDP) housing areas at Bertha Park, Almond Valley and Perth West. They will be joined by the primary school catchment areas serving Auchtergaven, Logiealmond, Methven, Pitcairn, Ruthvenfield, Oudenarde, Forgandenny, Forteviot and Dunbarney.

During 2018-19, pupils residing in the Bertha Park High School catchment area will be hosted at Perth Grammar school throughout S1. They will then transition to Bertha Park High School when the building opens in August 2019.

Further information is available on the Council's website as follows:

<http://www.pkc.gov.uk/article/19900/Bertha-Park-High-School-Project-Building-aNew-Community>



# The Curriculum

## Curriculum for Excellence

Since 2006, changes have been taking place in Scottish Education to transform learning through Curriculum for Excellence. In 2010, the first group of S1 pupils began their new Curriculum for Excellence courses and they were the first cohort to sit the new National Qualifications in session 2013-14. New S1 pupils arriving in August 2018 will be well-placed to benefit from our well-developed curriculum.

From age 3-18, Curriculum for Excellence aims to develop all young people as successful learners, confident individuals, effective contributors and responsible citizens. At Perth Grammar School, this means offering inspiring Learning opportunities to explore new courses, subjects and ways of learning, kindle ambition, extend talents and interests and encourage pride in our young people and their community.

In designing the school curriculum our aim is to encourage and support our young people to flourish as young global citizens with the skills, knowledge, values and attitudes that will enable them to adapt and thrive in the 21st Century.

At all levels of the curriculum equal opportunities are offered with no pupil being denied entry to any course on grounds of gender, race, religion, sexual orientation or ethnic background.

As well as the curriculum information provided in this handbook you can find details of our Curriculum Rationale on our school website [http://www.perthgrammar.org.uk/Parents/Curriculum-for-Excellence/Curriculum\\_Rationale\\_March\\_2016\\_-\\_updated.pdf](http://www.perthgrammar.org.uk/Parents/Curriculum-for-Excellence/Curriculum_Rationale_March_2016_-_updated.pdf). In addition we will keep you informed and involved at different stages of your child's school career through a range of other means including information evenings, parental letters, text messaging and Twitter. Information can also be obtained from your child's Pupil Support Teacher, Guidance Teacher or Head of House.

For session 2018-19, our Curriculum is shown in the diagrams below. These show the learning journey across two broad phases: the Broad General Education from S1-S3 and the Senior Phase from S4-S6.

Perth Grammar School Curriculum Structure - Session 18-19



### The Broad General Education

S1 Curriculum																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
English				Maths				Modern Language				Social Subjects			RE	PE	SE	Expressive Arts			Business & Comp Sci	Science			CDT	HE	SE	Effective					
										Continue to study French				Integrated course			Incl Dance on rotation			1 ppw Art, Mus, Dts			Integrated course						Skills-based				
S2 Curriculum																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
English				Maths				Modern Language				Social Subjects			RE	PE	SE	Expressive Arts			Science			CDT	HE	Business & Comp Sci							
										Continue to study French with an introduction to Spanish				1 ppw History, Geography and Modern Studies			Incl Dance on rotation			1 ppw Art, Mus, Dts			Integrated course										
S3 Curriculum																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
English				Maths				Option 1			Option 2			Option 3			Option 4			Option 5			Option 6			Modern Language			RE	PE	SE		
										Choose 1 from Business Management, History, Geography and Modern Studies			Choose 1 from Art, Drama and Music			Choose 1 from Design & Manufacture, Engineering Science, Marine Communication, Practical Craft Skills, Health & Food Tech, Hospitality, Computing Science and Administration & IT			Choose 1 from Biology, Chemistry and Physics			Choose 1 course from option 1, 2, 3 or 4 OR Religion, Moral & Philosophical Studies, Philosophy, Media Studies, Fashion & Textiles and Performance PE			Choose 1 course from option 1, 2, 3 or 4 OR Religion, Moral & Philosophical Studies, Philosophy, Media Studies, Fashion & Textiles and Performance PE			Choose 1 from Spanish, French, European Culture					
Literacy, Numeracy and Health & Wellbeing covered through all courses. Personalisation & Choice within all subjects. Interdisciplinary learning will take place in a coordinated manner across various subjects as well as through themed events. Pupils will continue to study within each of the 6 curriculum areas, but will choose specific courses they wish to study within each area. These courses will continue to be delivered via Specific Aspects of Learning, but will also start to prepare pupils for the Senior Phase and the National Qualifications.																																	

### Senior Phase

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
S4	Column A				English	Column B				English	Column C				Maths	Column D				Maths	Column E (English)			Column E (Maths)			PE	HERE					
SS/5e Nationalists	Column A				Study English	Column B				Study English	Column C				Study Maths	Column D				Study Maths	Column E				Study Engl Maths	PE	SE						
SS/5e	Column A				Column B				Column C				Column D				Column E				PE	RE											
In S4, pupils will take forward 6 of the 7 subjects originally chosen in S3. Two of these subjects must be English and Maths. In SS, young people will study 5 subjects, dependent on the appropriate course for their ability. In SS, young people can choose between 3 and 6 subjects, again dependent on level of study.																																	

### **S1-S3 – The Broad General Education**

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

Expressive Arts (Music, Drama, Art and Dance)

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

Learning is organised around the 'Experiences & Outcomes (E's and O's) and Benchmarks. The former are divided into 5 different levels that broadly reflect the different stages of learning. These levels recognise that young people progress at different rates. In S1-S3, most pupils will be working within the 3<sup>rd</sup> and 4<sup>th</sup> level E's and O's. As they progress through S1-S3, pupils will be offered opportunities for choice within curriculum areas as well as a range of wider achievement electives. Throughout there is also a continuous focus on Literacy, Numeracy and Health and Wellbeing across all curriculum areas. Interdisciplinary learning is also introduced through a range of real-life contexts to encourage pupils to make connections across their learning and apply skills in different contexts.

### **S4-S6 - The Senior Phase in Session 2018-19**

The Senior Phase of our Curriculum for Excellence begins in S4 and continues through to the end of S6. In this phase, pupils make choices regarding the subjects and courses they will study in preparation for the assessments and external exams of the National Qualification Framework.

An essential feature of this stage will include clear progression routes for each pupil, with a distinct focus on advancing their qualifications, coupled with opportunities for them to expand and refine their skill set.

Following decisions taken towards the end of the BGE, most pupils will progress to study their six best subjects throughout S4. Pupils will prepare for, and sit, the assessments and exams for National 3, 4 and 5 which will lead to National Course Awards from The Scottish Qualification Authority (SQA).

During S5 and S6, SQA Higher and Advanced Higher Qualifications are added to our suite of courses. Pupils will be offered guidance and support to plan a programme which will raise their own personal attainment before progressing to the next appropriate level of qualification. All pupils have the opportunity to study five courses but depending on the rigour of their choices or the needs of individuals, some may choose fewer than five and include study time, wider achievement or citizenship.

### **Perth City Campus**

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

## **Further Information**

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

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

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

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

Our own website also provides helpful information regarding courses available at both Perth College and the other secondary schools [www.perthgrammar.org.uk](http://www.perthgrammar.org.uk) and our latest achievements are Tweeted via @PerthGrammar.

## **Literacy, Numeracy and Health and Wellbeing**

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

### **Literacy**

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

### **Numeracy**

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

### **Health and Wellbeing**

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

## **Beyond the Classroom**

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

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

## **Eco Schools**

Perth Grammar has retained the prestigious Eco Schools Green Flag since 2008 and was awarded our 4th Green Flag at the end of session 2016-17. We are one of a small number of secondary schools in Scotland to have achieved this. An Eco Committee of staff and pupils have led a very wide range of projects to help us reduce our impact on the environment and create a sustainable future for our young people. We are committed to continuing this work by building Learning for Sustainability into our curriculum at all levels. We were one of 2 secondary schools involved in the launch of Zero Waste Perth to promote waste minimisation, recycling, anti-litter campaigns, energy-saving, healthy living and school grounds improvements and the 'Circular Economy'. If you have an interest in this work and would like to help, please let us know. Please encourage your child to take part in the Eco Schools Group and other related activities.

## **Fundraising**

Perth Grammar also has a strong tradition of generous fundraising and we have managed to exceed our target amount year on year. Annually we support particular charities as well as raising funds to support wider-curricular experiences. We are grateful to the Parent Council for their role in supporting this as well as several groups of committed pupils and our senior fundraising committee. In session 2015/16 we raised over £12000 for local and national charities as well as for the school fund. This session we are supporting Mary's Meals, Lepra, The Vine Trust, British Heart Foundation, Cardiac Risk in the Young (CRY) and Comic Relief as well as organising collections for the Perth Foodbank and Refugee Support. We also aim this year to generate more money for school funds and to encourage pupils, parents and staff to get involved in fundraising activities organised by the Parent Council and the pupils. We happily accept donations to any of these causes!

## **International Links**

We strive to encourage our pupils to become active global citizens who make a contribution to their local and wider community and for this reason we place a high value on international experiences. In June 2008, together with Luncarty and Auchtergaven Primary Schools, we established a link with a group of schools in Chittagong, Bangladesh. This has become a long-lasting link enabling us to learn from each other and give pupils a real connection across the globe.

Every 2 years, around 30 pupils visit Tanzania on a work party with aid organisation The Vine Trust where they build homes for vulnerable families. Another work party is planned for June 2018. In 2016 we initiated 4 new exciting exchange programmes to Hong Kong, the USA, Italy and Aschaffenburg in Germany (Perth's Twin Town). We also have regular international excursions to Italy (skiing), the Battlefields of France and Belgium (History) Madrid (Modern Languages) and Berlin/Krakow (History/Geography).

## Wider-curricular activities

As a school we value highly activities that will encourage the wider achievement of all our young people. Each year we offer upward of 40 activities in sport, music and other areas. All pupils are encouraged to participate in these activities both in and out of school and, through Personal Support Time, reflect on the skills and qualities it helps them to develop.

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

Badminton	Dance	Science club	Hockey	Cheer leading
Basketball	Football	Trampolining	Athletics	Scripture union
Table-tennis	Computing	Rugby	Hockey	Netball
Climbing	Chess	Debating club	Drama	Dance
Fundraising				

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

Over the past few years we have staged spectacular musical shows including 'Joseph', 'Annie' and 'High School Musical' to great acclaim and to sell-out audiences. 2017 saw the successful staging of 'The Wiz', a funk-soul version of the Wizard of Oz.

Trips to theatre productions and the cinema are frequently offered by the English, Social Studies and Expressive Arts departments.

In addition we have our own Community Trust which is a registered charity. Through the Trust we offer support to projects, aiming to improve health and wellbeing in the community and encourage and empower our young people to make a difference in their community.

## Pupil leadership

At all stages we encourage pupils to get involved in the life of the school, promote our ethos of Pride, Respect and Ambition and in doing so build their leadership and enterprise skills. From session 2014-15, a new structure of Pupil Leadership was introduced. This included our Junior and Senior Pupil Council. Each Pupil Council has a leadership team responsible for organising meetings and making sure that decisions of the councils are taken forward. The senior pupil leadership has also taken responsibility for organising a 'Leadership Academy' amongst senior pupils. Each member of the team takes on a key role in organising pupil committees including the Senior Prom, International Education, Peer Support, and Learning for Sustainability. Many are also involved in leading sports clubs and classroom activities both in Perth Grammar and our associate primary schools. We have trained young people as Mentors in Violence Prevention (MVP). The MVP model is a tool to help tackle forms of violent and abusive behaviour and aims to encourage all pupils to develop the skills to safely intervene and prevent violence. A wide range of other volunteering and mentoring activities are encouraged including our Young Ambassadors (an Olympic legacy programme), My World of Work Ambassadors and the Rights Respecting Schools Steering Group and, more recently, Growth Mindset Ambassadors.

## The Careers Service

Kathryn Aviss, the school's Careers Adviser from Skills Development Scotland (SDS), is based in the school full-time and is here to support pupils to develop their Career Management Skills.

The service provided includes:

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

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

### **Social Education**

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

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

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

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

### **Religious Observance**

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

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

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

### **New Partnerships**

#### **Developing the Young Workforce, Employability and Careers**

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

#### **Generations Working Together**

A new Development Officer in Intergenerational Working, Maureen O'Reilly, was appointed in October 2017. Maureen is working on a range of projects to engage older volunteers to support our young people particularly in improving their literacy and numeracy. This will include paired reading, reading recovery programmes and poetry projects. At the same time, she will support us in initiatives which bring the generations together such as developing our reflective garden, visiting care homes to do coaching sessions with residents in armchair workouts and performing in a joint choir. Please contact the school if you would like to get involved in this exciting initiative!

## Assessment and Reporting

The purpose of assessment with each curriculum area is to:

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

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

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

### Sharing Feedback with parents, learners and staff

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

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

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

### Monitoring and Tracking

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

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

### S1-S3 Assessment and Reporting in the Broad General Education

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

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

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

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

### **Scottish National Standardised Assessments**

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

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

### **S4-6 Assessment and Reporting in the Senior Phase**

#### **S4**

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

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

Young people and parents / carers are provided with working grades in both tracking reports and written reports which indicate the current level of attainment. When the working grade is less than the target grade, appropriate interventions in the form of additional support and home study tasks will be provided by the class teacher, Principal Teacher or guidance or support staff.

#### **S5 and S6**

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

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

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



## Senior Phase Short Reports

All S4-6 pupils receive written reports on their progress twice during the course of each session. The full report indicates progress made in the course and provides specific aspects for improvement as the learners prepare for their prelims in January. A short report is issued following the prelims in February which outlines attainment to date, level of presentation in the spring diet of SQA exams and progression pathways for the following session.

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

## Support for Pupils

### Entitlement to support

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

### Universal Support

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

### Personal Support

All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. To this end, pupils have 30 minutes of Personal Support time twice a week. Pupils meet with their Personal Support Teacher to participate in Learning Conversations, reflect on personal achievement, set goals, study, discuss current affairs, develop pupil voice and develop leadership skills.

### Targeted Support

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

For example, a pupil who;

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

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

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

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

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

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

### **Identification of support needs**

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

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

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

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

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

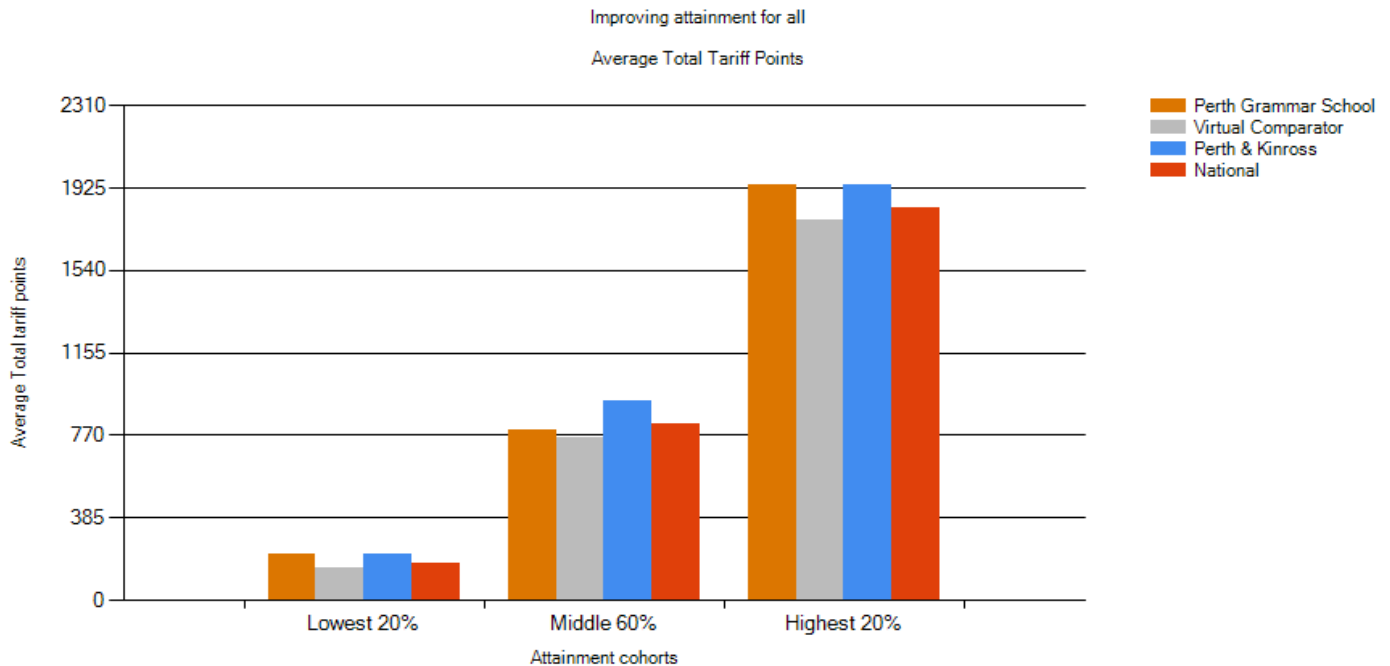
This service will be provided through a partnership between Barnardo's and The Scottish Child Law Centre. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases,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

Telephone: 0131 6676333  
Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)  
Web: [www.sclc.org.uk](http://www.sclc.org.uk)

## School Improvement

### National Benchmarking Measure: Improving Attainment for All.

The selected year is 2016



	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Perth Grammar School	216	794	1938	194
Virtual Comparator	148	758	1775	1940
Perth & Kinross	216	928	1940	1453
National	168	823	1834	52433

More specific attainment information is available in our Standards and Quality report 2015-16 which can be found here on the school website:

[http://www.perthgrammar.org.uk/PGS\\_SQ\\_report\\_15\\_16\\_Final.pdf](http://www.perthgrammar.org.uk/PGS_SQ_report_15_16_Final.pdf)

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

### Leaver Destinations

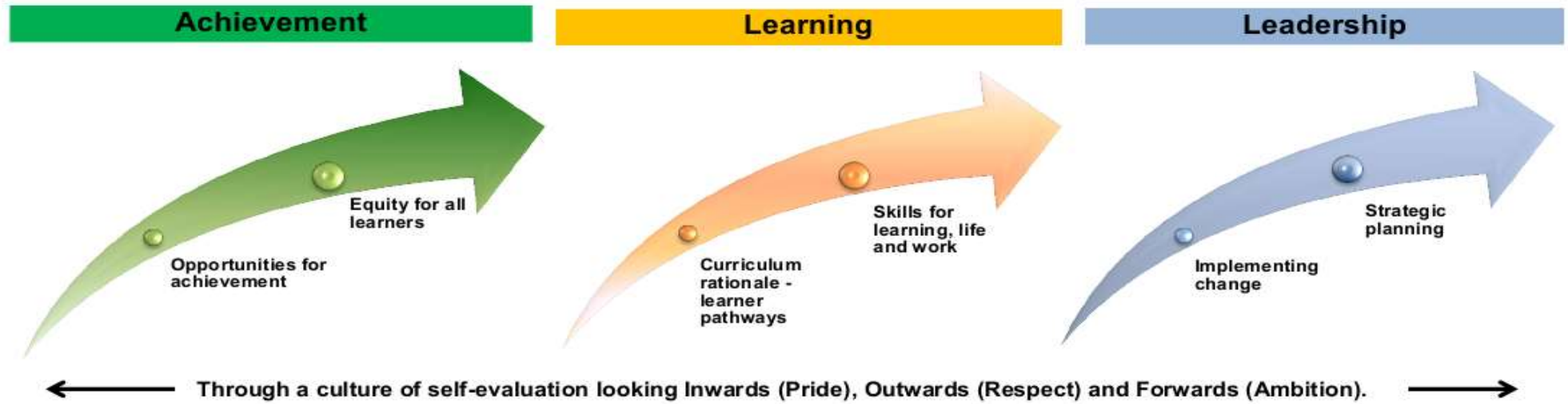
In offering this wide range of opportunities for personal achievement we aim to ensure that all pupils leave school with the right blend of skills, qualifications and attributes that will enable them to take their next step into higher or further education, employment or training. Our leaver destinations in 2015 and 2016 were the best in Perth and Kinross and amongst the highest in Tayside.

## **Plans for Improvement**

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

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

Our improvement plan for next session is:



- Successes and achievements**
- Equity for all learners *Knowing and Closing our Gaps* (selective interventions)
  - Utilising Performance Information (*including Profiling and more regular tracking*)
  - Raise attainment (universal) for all including an emphasis on in literacy, numeracy and health and wellbeing across all curriculum areas and Standardised Assessment
  - Implement PKC Wider Achievement Standard

- Learning provision**
- Career Education Standard
  - Quality of teaching (Embed Learning and Teaching Policy / infographic and Leading Learning Groups)
  - Implementation of revised NQ arrangements
  - Engaging families in learning
  - Relationships for learning (incorporating Restorative Practice)
  - Implementation of Benchmarks across BGE for Planning, Learning, Teaching and Assessment
  - Meet RO/RME guidance
  - Homestudy – consistency / clear system

- Leadership and management**
- Rights Respecting Schools Award Level 1 including intergenerational work
  - Consolidate leadership and teamwork at all levels (including pupil participation and teacher leadership)
  - Develop digital learning experiences across our curriculum (including Glow)
  - Reception area / Refurbishment Programme / Bertha Park

## School Policies and Practical Information

### Home Study – Show My Homework

Our aim at Perth Grammar School is to inspire pupils with high quality learning experiences which raise their aspirations and motivate them to achieve their full potential.

Our Home Study Policy aims to develop a strong ethos of personal study so that pupils can maximise their learning during their school years and are committed to learning for the rest of their lives.

We make home study successful by working in partnership with parents and pupils – the power of three! Each of us has a responsibility to make sure that home study tasks are completed and that they enhance learning.

To support the policy, we are embarking on a new digital solution for homework called '[Show My Homework](#)'. This system allows teachers to issue homework online. Pupils can easily see at any time what tasks have been issued and get links to any resources required. In some cases they may submit the completed homework online and get automatic feedback too. Parents will also be able to log in on any device and see what homework has been issued to their child. Losing homework should be a thing of the past! For those pupils who do not have online access, paper copies will still be available. Staff will begin to use the system after training in April 2018 and it will be fully implemented in August at the start of session 2018-19. You can find more information about this on the school website at this link:

<http://www.perthgrammar.org.uk/Parents/Home-Study/>

Here you can also find further information about study support opportunities in school at lunchtime and after school as well as during the Easter Break prior to the onset of national assessments.

We hope that you find this helpful. Do not hesitate to contact the school for further information if required.

### Pupil Dress and Personal Property

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

**Black blazer & badge or black jacket White (or black) shirt/blouse**

**School tie**

**Black trousers/skirt Black shoes**

We wish to emphasise that sports clothes, designer tops, jackets with logos, hoodies, leggings or black jeans are not part of the dress code. Aitken & Niven are the school's uniform supplier: <http://www.aitken-niven.co.uk/category/my-school/perth-grammar/>.

### PE kit

Black shorts Plain white T-shirt Trainers

The above kit is worn indoors at all times and outdoors from August to October and April to June. During the winter months from October to March black tracksuit bottoms and a warm jumper are also required for outdoor work only.

Depending on the PE activities being taught pupils would also benefit from having studded boots, shin guards and mouth guards for their own safety. The PE department can offer advice on what to buy.

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

## **Insurance and Personal Property**

Perth & Kinross Council insures against its legal liability for (a) accidental personal injury or (b) loss or damage to property of third parties. Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability. Parents are advised to establish whether they are entitled to some compensation through their own House or Contents Insurance.

The school can take no responsibility for personal property.

1. All personal property should be named. We advise pupils not to bring valuable personal property such as electronic equipment to school. Money, mobile devices, calculators etc., should not be left unattended. Enquiries about lost property should be pursued with the Janitorial team or the office.
2. Pupils should not leave any valuable possessions unattended in PE changing rooms.
3. Pupils are expected to be equipped for lessons with pens, pencils, rubbers and rulers and bring them to school every day.

## **Mobile Phones and Electronic Devices**

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

## **Action Against Bullying**

There is a risk of bullying in every school. Our anti-bullying policy is based on the views of parents, pupils and staff. The following is an excerpt from our vision:

"In Perth Grammar School we aim to create a safe and purposeful environment which encourages successful learning and allows pupils and staff to feel free from fear and good about themselves as individuals."

Our expectations are that:

- All members of the school community will work together to develop positive relationships
- Pupils will be encouraged to speak out about bullying whether a victim or witness
- Parents will have the opportunity to discuss any worries about bullying
- Any incident or concern will be reported to any adult and will be dealt with promptly and appropriately
- Parents, pupils and school staff will be kept informed about action taken.

## **Transport**

As an Eco School, Perth Grammar is committed to encouraging pupils to use the most environmentally-friendly methods of transport to school, especially walking and cycling, using safe routes. Currently only around 5% of pupils travel to school by car and we hope that we can reduce this further so that safety issues outside the school at the start and end of the day are minimised. We ask parents to avoid parking in the street directly outside the school or bringing cars into the school grounds as buses are entering and leaving. Pupils should be dropped off at a safe distance from the school. A number of individual secure cycle lockers are available at school. Through the School Travel Plan, we are continually working with the local authority and partner organisation Sustrans to improve school travel by upgrading paths and cycle-ways and addressing any safety issues on main routes. If you would like to be involved in this work, please do not hesitate to contact us.

Arrangements for the provision of free transport are organised by Perth Grammar School Office and the Authority Transport Unit in March each year. Primary 7 pupils who will transfer in the next session are issued with these forms at their primary school. Forms are available in Perth Grammar School Office for new entrants. All forms should be returned to the Education and Children's Services in High Street, Perth before the start of the next school year.

Contract transport is organised by the Education Authority. In cases of misbehaviour pupils will be subject to the normal disciplinary procedures of the school, however parents are ultimately responsible for the behaviour of their child whilst travelling on the transport. Bad behaviour will be investigated and may result in the withdrawal of bus passes or other sanctions such as detention, or in serious cases exclusion from school. In such cases, parents will be required to provide transport themselves. Parents of pupils travelling on school transport are asked to impress upon their children the need for a good standard of behaviour both while waiting for and entering buses in the car park and while travelling on the buses.

Parents should make arrangements for the care of their children should school transport not arrive in a particular area.

The cost of a replacement bus pass is now £5.00. This amount should be paid at the school office by cheque made payable to Perth and Kinross Council.

### **School Catering**

Lunch is provided in the school dining hall, which uses a cafeteria system. Packed lunches can be brought into the dining centre. Parents should inform guidance teachers if a special diet is required.

We have a cashless system in the dining centre. Pupils are issued with personal swipe cards to buy food. Pupils 'top up' their cards by putting money in the Credit Machine in school. This then credits pupils' individual cards. We have found that this system reduced queues and means pupils do not have to bring money to school each day. A further measure to reduce queues is our successful pre-order system. A terminal close to the school entrance allows pupils to choose and pay for their meal the day before and then simply collect it ready-made the following day. We also have an outdoor catering facility called "Snack Shack" which sells sandwiches, rolls (hot and cold) and drinks. This facility only takes cash. Our catering service offers:

- A wide variety of filled rolls, baked potatoes and sandwiches
- A range of salads
- Tasty and nutritious homemade soup
- A range of main meal options
- A range of fruit, drinks and other items. Snacks are also on sale at morning interval.

Free meals are provided for eligible pupils. Parents who feel that the level of their income may entitle their children to free meals should seek further information and an application form is available from the school office or via this link:

<http://www.pkc.gov.uk/CHttpHandler.ashx?id=12531&p=0>

### **ParentPay**

The school uses an online system for payments. [www.parentpay.com](http://www.parentpay.com)

Login details are available from the school office. Payments can be made for school lunches, school events, trips, Home Economics, Technical, lockers, etc. You can link all your children together under one account, view balances and top up online with your debit or credit card. It is also possible to set up text or e-mail alerts for low balances and new items being added. It is extremely secure and means you do not have to send cash into school.



## Arrangements for Emergency Closures

If weather conditions deteriorate rapidly we may require to close the school. Under such circumstances we will arrange for pupils using school transport to depart early.

Parents of pupils in outlying areas who think that school transport may not reach them should try to make arrangements for their child to be uplifted directly from school. If possible, telephone us beforehand.

When conditions are bad, especially in the outlying areas, parents should not send their children to school if they are in doubt. Please inform us if that is the situation.

In the event that the school transport does not reach you due to road conditions, only send your child to school if you are prepared to arrange transport home at the end of the day.

For information about whether the school is to be closed or, if closed, when it is to re-open, the most reliable method of communication is for you to phone the school during working hours (01738 472800). The best time would be during the early afternoon.

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

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

**Tay Connect** – telephone information 08700 500 232 Option 4

**Heartland FM** – FM 97.5

**Perth & Kinross Council Information Line** – 0845 3011100, but this may not be operational before 8.45am. This is also charged at the local rate.

**Perth Grammar School website** – [www.perthgrammar.org.uk](http://www.perthgrammar.org.uk)

## Name of Child Protection Officer

Given ongoing public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if we think any child has come to harm as a consequence of possible abuse or actions which lead us to be concerned about a child's wellbeing. We have good contacts with Social Workers, Police and Community Nurses. This allows us to support young people fully.

In our school **Mrs Dunbar and Mrs Laird** are the Child Protection Officers. Should you wish to talk further about Child Protection and the safety of young people please feel free to contact them.

## Organisation of the School Day

PERIOD	MONDAY, WEDNESDAY & THURSDAY	TUESDAY & FRIDAY
Period 1	08:50 – 09:37	08:50 – 09:40
Period 2	09:37 – 10:24	09:40 – 10:30
Period 3	10:24 – 11:11	10:30 – 11:00
<b>INTERVAL</b>	<b>11:11 – 11:26</b>	<b>11:00 – 11:15</b>
Period 4	11:26 – 12:13	11:15 – 12:05
Period 5	12:13 - 13:00	12:05 – 12:55
<b>LUNCH</b>	<b>13:00 – 14:00</b>	<b>12:55 – 13:55</b>
Period 6	14:00 – 14:48	13:55 – 14:45
Period 7	14:48 – 15:35	14:45 – 15:35

## School Term and Holiday Dates

<b>School Terms and Holidays 2018-2019</b>				Number of School Days-Pupils	Number of School Days-Staff
<b>Autumn Term</b>	<b>Start - Staff</b>	Monday 13 August 2018	<i>In-Service Day (1)</i>	<b>39</b>	<b>40</b>
	<b>Start - Pupils</b>	Tuesday 14 August 2018			
	<b>End</b>	Friday 5 October 2018			
<b>Autumn Holiday</b>		<b>Start</b> Monday 8 October 2018 <b>End</b> Friday 19 October 2018		<b>10</b>	<b>10</b>
<b>Winter Term</b>	<b>Start</b>	Monday 22 October 2018		<b>43</b>	<b>45</b>
		Thursday 15 November 2018	<i>In-Service Day (2)</i>		
		Friday 16 November 2018	<i>In-Service Day (3)</i>		
	<b>End</b>	Friday 21 December 2018			
<b>Christmas Holiday</b>		<b>Start</b> Monday 24 December 2018 <b>End</b> Friday 4 January 2019		<b>10</b>	<b>10</b>
<b>Spring Term</b>	<b>Start</b>	Monday 7 January 2019		<b>57</b>	<b>58</b>
		Wednesday 13 February 2019	<i>In-Service Day (4)</i>		
		Thursday 14 February 2019	<i>Occasional Holiday (1)</i>		
		Friday 15 February 2019	<i>Occasional Holiday (2)</i>		
	<b>End</b>	Friday 29 March 2019			
<b>Spring Holiday</b>		<b>Start</b> Monday 1 April 2019 <b>End</b> Friday 12 April 2019		<b>10</b>	<b>10</b>
<b>Summer Term</b>	<b>Start</b>	Monday 15 April 2019		<b>51</b>	<b>52</b>
		Friday 19 April 2019	<i>Good Friday</i>		
		Monday 22 April 2019	<i>Easter Monday</i>		
		Tuesday 23 April 2019	<i>In-Service Day (5)</i>		
		Monday 6 May 2019	<i>May Day Holiday</i>		
	<b>End</b>	Friday 28 June 2019			
				<b>190</b>	<b>195</b>
<b>Notes:</b>					
Easter Sunday - 21 April 2019					
School Session 2019/20 will commence on Monday 19 August 2019 for Staff and Tuesday 20 August 2019 for Pupils.					