The Royal School of Dunkeld

‘Where We love to learn’

Nurturing Relationships Level 2 Accredited

"We are involving pupils and parents in our Nurturing Relationships journey"

Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity

PKC Nurturing Relationships

School Handbook

Academic Session 2026/2027

Education and Learning
Improving Lives Together
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Introduction

A very warm welcome to the Royal School of Dunkeld.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school. It will also give you a feeling for the supportive, caring and inclusive ethos which is ever present at our school. Additional information can be found on our school website, or you may wish to contact the school if you have further queries.

Royal School of Dunkeld was inspected in May 2014 resulting in an exceptionally positive evaluation; this can be found on Perth and Kinross' website page for the school.

http://www.pkc.gov.uk/article/17549/Royal-School-of-Dunkeld-Primary-School

The school produces a Standards and Qualities Report at the end of each school year as well as an annual School Improvement Plan in June. Both of which are available on our school website or by request from the school office. Collectively these documents highlight the successes of the past school year and our plans for moving forward.

Our staff are committed to providing an environment conducive to the educational, social and emotional development of your child.

We strive to ensure that every child can reach their full potential. We encourage strong partnerships ensuring that parents, teachers and pupils work together to make this possible. We ensure close links are established early on and maintained with you as vital contributors to your child's education. The positive partnership that exists between parents and teachers is greatly assisted by our active Parent Partnership Group (PPG) which represents all our families.

We have a strong sense of ethos in our school and are committed to maintaining strong links with our local community. We are proud to be an Eco School, receiving our first Eco Schools' flag in 1999 and our most recent flag in 2025. We are proud to share that we were commended by Keep Scotland Beautiful for being the first Primary School in Scotland to secure 11 consecutive Eco School Flags. We are surrounded by outstanding school grounds, which provide a rich environment for learning and we actively promote health and wellbeing through our curriculum and through participation in activities such as the daily mile, House Sporting events and local sporting events and competitions.

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

The information contained in this handbook is correct at the time of going to print in December 2025 It is possible that some information in this handbook may change before the beginning of session 2026-27. All such changes which affect your children will be notified to you.

I look forward to meeting you.

Mrs Nicola Williams
Headteacher

Delineated Area

Our School Catchment

The catchment area for the school is centred on Birnam and Dunkeld. A detailed map is available in the school office. The areas listed are all within the school catchment area: Amulree & Glen Quaich, Dowally, Kincraigie, Butterstone, Thornton, Dairy Cottage, Kingswood, Boglehall Cottage and Muirheadstone.

Contact Details

- **SCHOOL ADDRESS:** **The Royal School of Dunkeld**
  Dunkeld
  Perthshire
  PH8 0AB
- **TELEPHONE:** **01738 454470**
- **E-MAIL:** **royaldunkeld@pkc.gov.uk**
- **WEB ADDRESS:** **www.royaldunkeld.pkc.sch.uk**
- **ROLL:** **Nursery 24, Primary 125 (at Dec 2025)**
- **STATUS:** **Non-denominational State Primary School**
- **STAGES COVERED:** **Nursery to Primary 7 (3 -12years)**
- **HEAD TEACHER:** **Mrs Nicola Williams**

Parent Partnership Group (PPG)

PPG WEBSITE ADDRESS **PPG page on school website**

Chairperson: **Ms Sonia Wallace**

Complaints or Parental Concerns

The school seeks to work with our families and aims to build positive and welcoming relationships, built on trust. Should parents have any concerns about their child's experiences in school we would encourage parents to speak with their child's class teacher in the first instance and to follow this up with the Headteacher should there be an ongoing concern. The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

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

Procedure in the case of pupil absence or sickness. Absence, Attendance and Sickness

Emphasis is placed on the importance of regular, punctual attendance.

The law requires that parents ensure their children attend school regularly. It is important that, wherever possible, children should arrive on time, especially in the mornings when all attendance recording and administration details are carried out. If a child is absent, parents should telephone or email the school on the first morning of the absence. Where no explanation is received by 9.30a.m, school staff will telephone or text parents/carers to ensure that the parent knows the child is absent from school.

Explanations for absences can also be given by letter or by speaking to a member of staff. Unexplained absences will be recorded as unauthorised. When the school has concerns about attendance, we will work in accordance with the Perth and Kinross Council Staged Intervention Framework for Attendance. The aim is to work with pupils and parents to identify barriers to attendance and agree actions to overcome these barriers.

Sickness

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

Leave of Absence

Leave of absence requests must be made in writing to the Headteacher via the school email account. This includes requests for time away from school in order to attend hospital clinics, dentists etc. All pupils must be collected from the school office by a known adult. In the interests of safety, we cannot allow children to leave the school by themselves.

We would ask that every effort is made not to arrange family holidays outwith the normal school holidays as research shows that this adversely affects the continuity and progression of children's education.

Where this is unavoidable, please notify the Head Teacher, in writing, of the intended dates. Please note that in line with Perth and Kinross Guidelines pupils will not be given work to take with them on holidays and the absence will be recorded as unauthorised.

More information about term time absences is available here:
Family_Holiday_Leaflet

Communication and School Visits

New Pupils

We are very pleased to welcome prospective pupils and parents to the school. If you are considering Royal School of Dunkeld for your children please contact the school office to arrange a visit where we can give you a tour of the school, introduce you to staff and talk about the learning and teaching on offer. To arrange this, please contact the school office.

Full details of how to enroll your child in school are available online via the PKC website and by the following link:
School enrolment - Perth & Kinross Council (pkc.gov.uk)

Communication with Parents

The Royal School of Dunkeld works in partnership with parents through a variety of formal and informal approaches including twice yearly parents' evenings, regular 'sharing the learning' events, parents information evenings, assemblies, website, phone calls, letters, texts, email, use of Just2Easy to share school experiences and homework, school reports, school newsletters, termly class newsletters as well as visits to teachers and classrooms.

Teachers are available to meet parents for informal chats after school each day. More formal discussions can be arranged **by phoning or emailing the school office**. We hope parents will share with us all information which can be used to support pupils in their development. In Nursery parents are welcomed in to Nursery from 2.45pm each day.

The school encourages parents to make early contact to resolve any difficulties or to raise any queries. By working together, we can act to support the best interests of every pupil in the school.

School Ethos

At the Royal School of Dunkeld, we recognise the significant impact that a positive ethos has on every learner within our school community. We aim to help every child to be the best that he/she can be and to fulfil their full potential in all aspects of life. To achieve this, it is crucial that the environment and relationships within our school community contribute positively towards a caring and compassionate ethos in which all members of the school community are respected, valued and supported to succeed.

Committed to Excellence – Supporting Children

The work and learning of the Royal School of Dunkeld is firmly grounded in a vision for our school which puts children first, practises leadership for all, embraces the benefits of collegiate working and promotes core values which impact positively on our school community and develops life-long learners. We are committed to allowing young people to develop as successful learners, confident individuals, effective contributors and responsible citizens, able to achieve their full potential and to follow their dreams. We celebrate our learner's achievements through regular assemblies and Special Mention Awards.

Our Vision

For all our pupils to enjoy learning and growing together and to achieve their full potential in all aspects of life.

Our Values

- To be kind, caring and compassionate
- To be respectful of each other and our environment
- To value being a great RSD learner

Our School Aims

- To work in partnership with parents to provide a safe, happy, inclusive environment in which children are supported and encouraged to be **confident individuals** with the ambition to achieve

- To provide enjoyable, stimulating, high quality learning experiences and opportunities that will encourage a love of learning and enable all children to achieve

- To teach children the skills of learning so that they know what it is to be a 'good learner' and can become **successful, resilient, life long learners**

- To enable children to see themselves as important members of the school and local community and to understand their responsibilities to live out our school values and to be **responsible citizens**

Our School Motto is:

'We Love to Learn'

Partnerships

The Royal School of Dunkeld values the support and help from all in the community and works in partnership in order that both the school and community benefits. Here are some examples of how we link:

In school:

- Parents and members of the school community support an extensive range of classroom and whole school activities often contributing to contexts for learning throughout the school year
- Parent Council takes forward issues pertaining to the school community
- Our pupils engage with the wider community in a variety of events working with the wider community for example community litter picks, community plant sales, supporting the Birnam Book Festival, engaging in projects with local businesses including the Dunkeld Archive, groups and care homes and supporting the local food bank
- Classes undertake enterprise projects (eg selling recipe booklets, selling rice for fair trade farmers, running a toast café in school) and often use their profits to support their chosen charities
- Sport coaches from local clubs, LiveActive and parent volunteers support school pupils in PE and with lunchtime and after school club opportunities
- Support from our School Chaplain in assemblies and classroom learning

In the community:

- A Community Christmas Fair is held every year inviting local community members to sell and promote their produce alongside Christmas crafts made by the children themselves. We have also hosted local produce fairs to promote awareness of locally available goods and to promote the benefits of using local produce.
- Pupils also enjoy theatre productions organised by the Birnam Institute and Pitlochry Theatre.
- Visits and work with local businesses and community groups including The Field, the Atholl Arms, The Orchard, the Dunkeld Archive
- Visits around the community, including the Hermitage, River Tay, Little Dunkeld Church, Dunkeld Cathedral, Birnam Oak and the Orchard
- We regularly make use of the mobile library
- Nursery visits to the Post Office , Fire Station and local library.

- As part of our Rights Respecting and Eco work we are developing links with our local Climate Cafe

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

Promoting positive relationships and behaviour

Creating and sustaining an environment which expects and promotes respectful relationships is an integral part of our school ethos. During 2024 we worked with our learners, staff and parents to formulate our Relationships and Behaviour policy which is available on our school website. This policy reflects the school's emphasis on restorative, solution orientated and nurturing approaches. Our Relationships and Behaviour policy is based around our school vision and values and outlines the variety of approaches we take to ensure everyone in our learning community feels valued, included and respected.

Parental Involvement

We are keen to encourage parents to become actively involved in the life of the school.

The Parent Partnership Group (PPG) has an important role in developing the relationship between home and school, as well as supporting the school in constant school improvement, and enhancing the experiences of all children. We have an active, friendly Parent Partnership Group who is always ready to give a warm welcome to new parents. The PPG meets regularly. All parents are welcome to attend PPG meetings. Agendas and minutes of meetings are emailed out to all parents and are available on our school website.

We arrange Sharing Our Learning open morning/afternoons for parents throughout the year. Help is also often needed for visits and local trips. The school is grateful to any parents who may wish to help on a regular basis in the following areas:-

- Assistance with school teams e.g. football, netball
- Sharing their expertise in areas linked to the classroom contexts and themes
- Giving talks or demonstrations
- Helping with trips and events
- Encouraging children to enjoy books e.g. reading stories to children, listening to children read, helping them to use the school library.
- Helping to run after school and lunchtime clubs

All parent helpers are required to be PVG checked unless their involvement is of a one-off nature. Generally speaking, parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate. Parents interested in helping in school should, in the first instance, speak to the Head Teacher.

We aim to keep good communication links with our school families. Our class newsletters are issued to all families every term and information about class learning is included to help parents / carers support their child's learning at home. A School Newsletter is e-mailed from the Head Teacher regularly. Just2Easy is used to enable regular sharing of in school learning with home and parents and families are able to give positive feedback to these posts.

Parents are also encouraged to feedback thoughts to the school through surveys, parent council work and exit slips/surveys after school events.

Further details with regard to the Parental Involvement Act can be found on the Perth and Kinross Council Website.

http://www.pkc.gov.uk/parentalinvolvement

Transitions

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

- Starting Nursery
- Nursery – Primary 1
- Transition between primary classes
- Primary 7 – S1

Starting Nursery

When your child starts Nursery, staff will get to know your child by asking parents to complete an 'all about me' form and arranging a time for your child to visit our Nursery. For children beginning in August, this will usually take place in June. Children will then have an opportunity for a further familiarisation visit in August before starting their normal attendance pattern.

From Nursery to Primary

Our Nursery and Primary 1 classes work together in a variety of ways during the whole school year. This collaborative and integrated approach supports the transition to Primary 1 as the children are familiar with the classroom environment and have already been building relationships with school staff. In the summer term, Nursery pupils come to play in the Primary 1 classroom more regularly. Primary 6 pupils visit the Nursery and are given buddies whom they support in this transition process. This buddying approach continues throughout the Primary 1 year. Nursery pupils also have the opportunity to spend playtimes in the school playground with all classes. They experience lining up with the younger classes and begin to learn the routines of school life.

Transition between Primary Classes

In order to support all pupils with these transition stages our Nursery and Primary1-6 pupils have a number of transition session(s) with their next teacher in the summer term and staff meet to provide a full handover of relevant information to the receiving teacher. There are frequent opportunities for children to mix across year groups through daily shared break and lunchtimes, House groups and Community groups.

From Primary 7 into S1

The transition process between our school and linking secondary schools is well established. Royal School of Dunkeld pupils are within the catchment area of both Perth Grammar School in Perth and Breadalbane Academy in Aberfeldy. Children have the opportunity to take part in a residential stay at Comrie Croft with other P7 children from local schools as part of the transition arrangements for Breadalbane Academy. In addition, in the summer term, Primary 7 pupils attend two transition days at their secondary school.

An enhanced transition process is set up for children with Additional Support Needs; transition meetings with parents and secondary school staff take place in the Spring Term of P7 but may begin in P6 where required. Enhanced transition arrangements may involve

additional visits to the secondary school by parents and children and meetings between secondary Guidance Staff and the P7 class teacher take place to pass on important information.

Contact details for both secondary schools are noted below:

Breadalbane Academy:	Head Teacher: Mrs Lynne Lambert Ph: 01887 822300 Email: breadalbane@pkc.gov.uk Website: http://www.pkc.gov.uk/article/17493/Breadalbane-Academy
Perth Grammar:	Head Teacher: Mrs F Robertson Ph: 01738 472800 Email: perthgrammar@pkc.gov.uk Website: http://www.pkc.gov.uk/article/17544/Perth-Grammar-School

The Curriculum

As we prepare our children for the future in our fast-changing world and equip them for jobs which may not yet exist, Curriculum for Excellence has been implemented, in schools across Scotland, for all learners aged 3-18.

Through Curriculum for Excellence every child is entitled to a broad general education with opportunities to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice as children are involved in the planning of their learning contexts through setting questions for exploration.

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

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Wellbeing for all our learners.

Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors and responsible citizens.

Curriculum for Excellence in the Royal School of Dunkeld

A Holistic Approach

Curriculum for Excellence promotes the need to view learning and teaching across curriculum areas as inter-connected and integrated. At the Royal School of Dunkeld, the school year is divided into 4 teaching blocks. During each block, teachers plan experiences and opportunities from all curriculum areas and make links to a class context for learning.

Our challenge is to ensure that these experiences are enriching and stimulating and that adults working with children are able to understand, appreciate and assess each child's achievements, learning and next steps.

Learning Experiences

At the Royal School of Dunkeld, we have developed a range of mechanisms to allow children to have a rich and meaningful learning experience which provides opportunities to develop and deepen learning and skills across a range of contexts.

- Through Learning in Context work children continue to be very involved in their planning by setting themselves Big Questions and Little Questions to investigate. They have opportunities to evaluate their learning and set next steps.

- In 'sharing the learning' events our learners plan activities to share aspects of their learning with visiting parents. This may link to events such as Scottish Book Week or to an aspect of the curriculum or the term's context for learning.

- All pupils are involved in learning contexts related to the environment and Eco Schools. This continues to raise the awareness of global and local issues.

- Our community groups provide children opportunities to work in a vertical groups cooperating with children from other year groups. Together with their teachers each group creates an action plan for the activities they will lead with the aim of improving the life of the school for all. Currently our Community Groups are Eco Warriors, Eco Explorers, Health Heroes and Nurture Ninjas. In addition, we have a School Sports Committee and a Rights Respecting Steering group.

- All pupils have opportunities to be involved in whole-school active health activities such as The Daily Mile, cycling days and inter-house sporting activities

- The school chaplain supports Harvest, Christmas and Easter assembles in school and visits classes to support religious and moral education.

Literacy

- Listening and talking
- Reading
- Writing

Language and literacy is at the heart of pupils' learning. Through language, pupils receive much of their knowledge and acquire many of their skills. We aim to provide structured and stimulating opportunities to use language in contexts appropriate to the needs of individuals and the world in which they live.

Listening and Talking

The closely related skills of listening and talking are very important skills for life and we work to develop these through a variety of classroom activities and experiences. Through spoken language activities we aim to help children develop the skills to express themselves clearly, concisely and confidently. In addition to this, we work to develop discussion skills. Through the development of listening skills, we aim to improve a child's ability to focus on and understand the spoken word. These skills are also fostered through the structured play activities developed in Nursery and the early stages.

Reading

The school has a strong ethos around valuing and promoting reading and does this through a wide variety of approaches including participation in events such as Scottish Book Week and World Book Day, use of the school library, a visiting library van, use of a motivational reading scheme and opportunities for reading for pleasure as well as the direct teaching of reading skills. This focus on developing good reading skills starts in the Nursery with a firm commitment to evaluating books and developing early reading skills. This means there is a school wide enjoyment of books.

Our aims in the teaching of reading are: -

- to foster a sense of enthusiasm for reading as a source of enjoyment and personal satisfaction, which will carry on into adult life
- to develop the reading skills children need to be successful learners, confident individuals and effective contributors

In August 2024, we introduced the ReadWriteInc Phonics programme to our P1-P3 learners. This programme offers a consistent, structured, active approach to learning all the sounds of the English language and is accompanied with sets of reading books designed to provide practise for children to apply the phonics skills they have been learning. The phonics programme combines learning sounds, with opportunities to develop reading fluency, enjoyment and comprehension alongside developing spelling and writing skills.

As your child's skills develop and their reading habit becomes increasingly independent, there will be a gradual transition from graded readers to good quality paperback fiction available, both for group and individual reading. As basic skills develop and are consolidated, we begin to concentrate more on the development of the more complex comprehension skills and important research and reference skills.

The Accelerated Reader programme in school encourages children (from P3) to complete quizzes on the books they have read and helps them to select books well matched to their reading ability.

In addition to the work done through graded reading books and the very valuable reading homework you do with your child, class teachers work regularly with children during Guided Reading sessions, teaching reading comprehension skills.

In writing we want our children to learn:

- to communicate clearly and confidently, in a variety of forms and for a range of purposes
- to develop a legible and quick style of handwriting and the best possible standards in the skills of spelling, punctuation, sentence construction and use of language

Children have the opportunity to explore a range of high quality examples of various genres of writing linked to the context for learning and will explore the layout, language and grammatical features of 'what a good one looks like'. This enables children to identify the success criteria for different types of writing. Children learn to develop these skills through writing activities, and we look for opportunities to give children's writing a practical purpose eg. Writing a letter to a buddy, writing a story for another class, writing a leaflet for a community purpose

Children are encouraged to self and peer assess their writing against agreed success criteria, identifying what they have achieved and what aspects they may need to further develop or improve. Children are encouraged to edit and improve their work and to see this as part of the process of being a good writer.

In addition, children engage in regular learning conversations with teachers to review their overall progress, identify what they are able to do well and to agree what their 'next steps' will be.

Other Languages

French is taught from Nursery to Primary 7 by our ECPs and class teachers. In addition, Gaelic is taught from Nursery up to Primary 7 by Miss MacPhee, our visiting specialist teacher. Many of our pupils also participate in the Gaelic Mod in summer term.

Numeracy

Numeracy is a fundamental life skill and involves developing a confidence and competence in using number that involves solving problems, interpreting and analysing information, making informed decisions and setting foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum. The core skills are planned taught and revisited and are organised around the following themes:

- Estimating and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money Time Measurement
- Information handling

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The mathematics outcomes are outlined as follows:

Number, money and measure
Estimation and Rounding
Number and number processes
Money, Time, Measurement, Patterns and relationships
Expressions and equations

Shape, position and Movement
Properties of 2D shapes and 3D objects
Angle, symmetry and Transformation

Information Handling
Data and analysis
Ideas of chance and uncertainty

The teaching of Mathematics in the school is based on a skills progression linked to the appropriate experiences and outcomes to ensure continuity from stage to stage. In the classroom there is an emphasis on pupils acquiring skills in Mental Maths, basic number processes and problem solving.

Children have the opportunity to develop mental agility and are encouraged to make links across the curriculum to show how mathematical concepts are applied within a wide range of contexts.

Computing Science and Digital literacy

We recognise the importance of digital literacy skills that enable our children to use technology in ways that supports their learning across the curriculum. We have a bank of laptops and iPads to facilitate this. We achieved our Digital Schools Award in May 2024.

Our learners also have the opportunity to develop their computational thinking and have discrete lessons aimed at developing their computing science skills.

In addition, children learn how to make effective use of the internet as a tool for research and learning. They also learn how to keep themselves safe when using digital platforms.

Eco Schools

Our school has been successfully involved in this Europe-wide programme since 1997. The Eco-Schools philosophy has become an integral part our school ethos, informing the way we work as a school, promoting care of the environment and providing children with opportunities to ‘make a difference’ in our local community.

Our Eco-Schools programme is co-ordinated by our Eco-Explorers Group (P3-P7) and our younger Eco Warriors group (all children in N – P2). In recent years their work has included whole-school work in recycling, litter management, energy conservation and the development of our school grounds. Recently, with support from our parent partnership group the school garden has been re-designed and children grow flowers and fruit and vegetables which they have been able to distribute to parents.

Health

Health and Well Being is fully integrated into the work of the school in our Curriculum for Excellence. Our children learn about their mental, emotional, social and physical wellbeing and in September 21, we introduced a programme called Emotion Works across the school which provides the children with the tools to understand their emotions, emotional behaviours, body sensations and triggers. In addition, Emotion Works supports children to explore self-regulation strategies and to consider what other influences may be impacting and how these might be resolved.

Our curriculum also enables children to learn about healthy eating and the importance of a balanced diet as well as learning about the importance of physical health and the impact this can have on your emotional wellbeing. Children have at least 2 physical education sessions each week and children are encouraged to be active at playtimes. Physical activity is promoted through a number of sporting ‘house’ events such as our mini marathon run and netball as well as other events such as bike to school weeks and of course sports day. In addition, we work hard to provide a range of lunchtime sports clubs and we take part in may local sporting events including tag rugby, basket ball, Highland Day of Dance, Pitlochry Highland Games relay, athletics and football competitions.

Relationships, Sexual health and Parenthood Education

At the Royal School of Dunkeld, class teachers plan learning using the national online

resource for relationships, sexual health and parenthood education to support the teaching and learning of this important area of the curriculum. The resource is available for parents to view via the link below:

https://rshp.scot/

Prior to embarking on this learning, parents will be given advance notice and will be directed to this website so that they are able to view the learning outcomes which will be covered. We believe this allows parents to play a supportive role is this aspect of your child's learning.

Expressive Arts

Class teachers plan and deliver Art, Music and Drama lessons for their class. Teachers make use of the Charanga resource to support the learning and teaching of music. Where possible, we try to make the most of other opportunities to develop this work through projects and special events. In recent years, pupils have worked with Scottish Opera to perform as part of the Living Histories events in Dunkeld, worked with educators from the Royal Shakespeare Company to create and perform dramatic pieces to celebrate the significance of Birnam Wood in the play Macbeth and we have enjoyed live performances from local musicians (e..g. to celebrate the local Neil Gow festival) , attended local concerts and taken part in events such as the St Andrew's Day of Dance. In May 2020, P7 worked with a local artist and a local foundry to create bronze plaques for the school grounds and in September 2025, P7 enjoyed a workshop with a stonemason who produced a local stonework to celebrate the role of Birnam wood in Shakespeare's Macbeth.

Music – instrumental tuition

Instrumental tuition in violin, piano and viola is available for a limited number of children, usually from P4/5 upwards. Tuition is provided by a visiting instrumental instructor. Tuition in chanter and piping is also provided on a similar basis. In line with Scottish Government policy, the instrumental tuition available in school is free of charge.

Religious and Moral Education

Under the terms of the Education (Scotland) Act 1980, any pupil may be withdrawn by his/ her parents from any instruction in religious subjects and from religious observance. Parents wishing to discuss this issue or exercise this right should contact the Head Teacher.

Religious Observance

We hold regular assemblies which provide opportunities for pupils and staff to come together to celebrate as a community and to reflect and pause for thought. Our school chaplain supports our Harvest festival and shares in our Christmas celebrations including our School Carol Concert held in the Church. Our Religious and Moral Education programme follows Perth & Kinross Council Guidelines and seeks to provide children with a knowledge of Christianity and other major world faiths. It also provides children with opportunities for personal reflection on spiritual and moral concerns.

For further information about Curriculum for Excellence can be found via the following websites:

http://www.pkc.gov.uk/article/17280/Schools-curriculum

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

Assessment & Reporting

At every stage pupils' work and progress is assessed in various ways. Teachers will use a range of strategies to engage in on going assessment of children's learning. The teacher will observe how the children go about doing the activities they are set. He/she will talk to them about their learning and listen to find out how much they have understood and will also review written work by the children. Pupils will themselves evaluate their own progress and that of their peers against agreed success criteria.
With help from the teacher, children are encouraged to evaluate their own work to see which things they have done well and which things they can improve. Teachers share with pupils the learning outcomes for a lesson. The success criteria for language and maths lessons (and often also other curricular areas) are co-constructed and shared with the pupils; the child will therefore have a clear idea of 'what a good one will look like' and will know what his/her next step in learning will be. Through Teacher/learner conversations, children evaluate their learning and set their next steps. This personal learning planning process is critical to children becoming independently self-evaluative.

Children in Nursery and Primary 1 are working through skills development at the Early Stage of our Curriculum. Most children in Primary 2 to 4 are developing skills at the First Level and most children in Primary 5 to 7 are extending their skills development into the Second Level.

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

Written reports go home in November and March. They give clear, positive and constructive feedback about a child's learning and their progress. They also provide indicators of next steps in learning in Literacy, Maths and Health and Wellbeing, which are used as a discussion point for learners and their teachers. Pupils have a strong voice in these reports.

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

Support for Pupils

It is a central aim of the school to provide a curriculum which is appropriate to the needs of every child and we seek to do this by making the very best use of available resources and support services. A significant proportion of children will receive learning support at some point in their school careers. This is frequently of a short-term and very specific nature although for some children, support will be required for a longer period.

It is important to understand that the initial responsibility for support for learning lies with the class teacher. By tailoring their learning and teaching approaches to the needs of the individual child and through effective differentiation, the class teacher can support children to make progress and to address any particular learning challenges. We also have a small team of support staff who, under the guidance and direction of class teachers, also help to provide regular support for children within the classroom.

At present, we have a Pupil Support Teacher (PST) specialist for one day each week. In addition to the specialist teaching role, the PST assists class teachers with the diagnostic assessment of children and construction of individual work programmes. Where a child is identified as having additional support needs of a more long-term nature, the class teacher

prepares and implements a suitably differentiated programme of work, drawing as appropriate on the range of support services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy etc. This plan is called a Child's Plan.

We follow the guidance set out in PKC's Staged Intervention Framework, the ASN Assessment Guidance and the Child's Planning guidance. These documents are all available via this link: Schools - additional support - Perth & Kinross Council

Where specialised equipment or facilities are identified as being necessary to support a child's progress, the school and Education Service will act to provide this, wherever possible.

Education and Learning within Perth and Kinross Council has a duty to make adequate and efficient provision for the additional support of each child and young person with additional support needs for whose education they are responsible.

All children and young people with additional support needs are supported wherever possible within mainstream education or within a range of specialist provision.

Looked After Children, in line with Education (ASL) (Scotland) Act 2004 "are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting." Perth and Kinross Council website

If you think your child has additional support needs, please contact Mrs Williams or Mrs Kinney, our Pupil Support Teacher.

More information may be obtained in the following ways:

- Contacting the Perth and Kinross Council ASL Co-ordinator, at Pullar House on 01738 476390

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

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

- Telephone Helpline: 0845 123 2303

- Email Enquiry service: info@enquire.org.uk

- Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including the parents' guide to additional support for learning.

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

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

School Improvement

The Royal School of Dunkeld has implemented a Quality Improvement Framework which ensures that there is a School Improvement Plan in place to take forward all developments being addressed each year. The School reports on our progress made and main achievements in a Standards and Quality Annual Report which is made available to all parents.
Within both the School Improvement Plan and the Standards and Quality Report there is information about plans for improvement and next steps over the coming years. Additionally, our Standards and Quality Report details trends in our overall school performance at P1, 4 and 7 in Early, First and Second CFE attainment in Literacy and Numeracy. Both these documents can be found on the school website.

School Policies & Practical Information

The school behaviour policy, anti bullying policy and other practical information including severe weather guidance can be found on our school website. www.royaldunkeld.pkc.sch.uk

Perth and Kinross Council Policies relating to school transport, school clothing grants and obtaining financial help with school meals are available on the Council Website:

https://www.pkc.gov.uk/schools

Homework

Guidelines on Homework

We feel there are good reasons for giving children a moderate amount of homework in the primary years.

- It provides opportunity for reinforcing and consolidating work done in the classroom.
- It helps you keep in touch with aspects of your child's school work.
- In the upper primary years, it helps prepare children for the increase in homework which they will encounter in secondary school.
- It can help to foster an independent work habit.

What kind of homework can I expect my child to bring home?

Homework should be engaging , meaningful and linked to current learning. Teachers will always try to set homework with which they feel your child can cope and have some success.

Within these general principles, homework may take many forms. Weekly reading, spelling and maths activities appropriate for your child are set from P1-P7 and provide an opportunity to rehearse and consolidate skills and knowledge gained in class. Homework may also be set in relation to a class topic or "project" work and for older pupils this may be

for completion over a period of time.

How much homework should my child be set?

This varies from stage to stage and your child's class teacher will provide guidance on this and other aspects of homework at the beginning of the school year.

How can I help my child with homework?
You can help by discussing work, showing interest and giving encouragement. Of course, there will be days when the pressures of family life prevent you from doing this.

Try to provide a routine that incorporates time for your child to complete their homework. Some children like to work in a quiet place away from distractions while others work better with the company of the family around them. Some children like to get their homework over with as soon as they get in from school while others prefer to wait until they've had something to eat. There are no hard and fast rules! You know what suits your child best. We will help your child by always trying to set appropriate tasks, by preparing the task adequately in class and by giving the child feedback on the tasks they complete.

How do I know what homework has to be completed?

Class teachers will explain the arrangements for setting and returning homework at the start of each term in their class newsletter.

What do I do if my child is having difficulty with homework?

Hopefully this should not happen too often if the homework is suitable. However, there may be times when a child is uncertain or has forgotten how to do something. In many cases, you will be able to sort it out yourself but, if in doubt, please send a note in to your child's teacher or email them using Royaldunkeld@pkc.gov.uk. This will enable the teacher to adjust the task or support your child so that they feel able to return to the task. Your child's teacher will always be happy to discuss homework details with you.

What happens if my child forgets to do homework?

We understand that everybody's situation is different and that it may not always be possible to complete all the homework tasks set. Where your child is not able to complete their home work, please just let us know. We consider homework a valuable aspect of your child's learning and hope that families are generally able to support their child in completing most tasks most of the time.

Any other points?

Under normal circumstances, homework will not be provided for children who are absent from school, due to illness. The child's recovery and convalescence are more important than keeping up with class work, at that time.

Where a family takes a holiday during the school term, any catching-up on work missed will be done when the child returns to school. School work will not be given to a child to complete on holiday.

Extra-Curricular Activities

We offer several lunchtime or after school clubs at various times of the year. The type of clubs offered varies depending on the interests of our learners and the expertise of parental volunteers willing to take a club. In addition teachers will also provide a six week block of lunchtime club activity during a school year. Sports clubs are organised in collaboration with

our Active Schools Coordinator.

Community Groups

All children from Nursery to Primary 7 represent the school by taking on a role in a Community Group. The groups currently include Eco Warriors, Eco Explorers, Nurture Ninjas and Health Heroes. Children work together in these groups, developing action plans which allows them to have a strong voice in school life.
Primary 7 pupils are given the opportunity to run for House Captains every year. We have four houses and each house has two House Captains. House Captains are elected by their house members. It is the responsibility of the house captains to help line their houses up at breaks, organise house events and contribute to assemblies.

Organisation of the School Day

The school day begins at 9.00am and ends at 3.15pm

Morning break	10.40am-10.55am
Lunch	12.35pm-1.35pm

Please note, in accordance with local council policy, children (other than those arriving by free school transport) are not supervised before the start of the school day at 9am. Children may arrive on site from 8:40am.

Playtime

Children have a fifteen-minute break at 10.40am. Children should bring a snack for this time.

Are the children supervised at playtimes and lunchtimes?

Yes. Playtimes are supervised by support staff who assist children and ensure that they are safe and playing appropriately. In addition, our senior pupils may be buddies and have a role in helping and playing with children at playtime. Every year the Primary 7 pupils are trained as Primary 1 buddies and will be on hand to help the little ones learn the ropes! There is also a fantastic outdoor environment which keeps the children busy.

Lunchtime

Our children have a full hour for lunch, allowing an opportunity for lunch and activity or play. Children can choose from three menus each day if opting for a school lunch. Some children also choose to bring their own packed lunch or may also go home for lunch.

Paying for Lunch

Parents are asked to pay on a weekly basis – this should be done through Parent Pay. Parent Pay is accessed online, and each child is given an individual login so that parents can access their child's account. Pupils in Primary 1, 2, 3 , 4 and 5 are entitled to free school lunches. Money for trips and extra-curricular activities should also be paid through Parent Pay.

Some families may be entitled to free school meals. Application forms are available from the school office. We recognise that this may be a sensitive issue for children/families, and we do all that we can to ensure that this is managed carefully.

Parents are asked to discuss with the Head Teacher if their child requires a special diet for religious reasons or one that has been medically prescribed due to food allergy, for example nuts.

Uniform/Clothing

Our Uniform consists of:

- Royal blue school sweatshirts or fleeces
- White or pale blue polo shirts or conventional white school shirts/blouses
- Trousers, skirts in navy, grey or black
- Blue and white school dress in summer

Sweatshirts, polo shirts, school fleeces and waterproof jackets are all available through Grandtully Logos in Aberfeldy or via their website Royal School of Dunkeld School Uniform | Grandtully Logos

Indoor Shoes

All children are asked to change their shoes in school. Children are asked to bring black plimsolls or black trainers for this purpose. Children leave these shoes in school. By changing their shoes, it means that carpeted classrooms are kept free of mud and allows children to be comfortable and able to wear sturdier footwear for outdoor use.

Dress for P.E.

In the interests of Health and Safety, we ask that children have blue/black shorts, white or house t-shirts and rubber soled gym shoes for physical education (heavy training shoes are not suitable). During winter months we continue to do P.E outside, so you should send along warmer clothes with suitable outdoor shoes for running around in.

A successful uniform policy depends heavily on effective parent partners. We are grateful for the support and encouragement from our parents in promoting our uniform with our young people.

Transport

Free school transport is available to pupils within our catchment area who live more than two miles from the school measured by the shortest available walking route.

Application forms may be obtained from Head Teachers or Education & Learning, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the following link:
http://www.pkc.gov.uk/article/17284/Schools-transport-and-trips

Early Closures (for severe weather conditions – heavy snow)

If the school has to close during the school day, parents or emergency contacts will be informed. This is usually via Groupcall text, email and the Parent Partnership Facebook page.

If the decision to close is made outwith school hours the Council website will be updated and is available via this link: http://www.pkc.gov.uk/Schoolclosures

Radio Tay will always have up-to-date information from 7.00a.m. The Head Teacher will arrange for an email to be sent to parents usually around 8:30am. All parents are advised to check the School Closures webpage for Perth and Kinross (as noted above).

In the event of the school remaining open during heavy snow, parents should make the decision of whether or not to send their child to school based on the safety of walking conditions on the roads and pavements; our school playground will be in a similar condition.

Emergency Arrangements

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

Name of Child Protection Officer

We take our duty of care to our pupils most seriously; in The Royal School of Dunkeld that is everyone's job. The Child Protection Officer responsibilities are currently with Mrs Elder, Principal Teacher and Mrs Williams, Headteacher.

Where we have any concern about the welfare of a child, perhaps resulting from what a child says, how he/she behaves, or obvious physical injury which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns, acting on them and liaising with parents or other professionals as appropriate.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help. advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support

and their family.