ST PETER'S RC PRIMARY SCHOOL

School Information Handbook

Session 2026 – 2027

Please note that while the information in this handbook is correct at the time of publication, some minor changes may occur during the school year. Schools should ensure that links, policy references, eligibility criteria and national guidance are reviewed before the handbook is shared with parents and carers.

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Welcome to St Peter's RC Primary School

The pupils, staff and families of St Peter's School would like to welcome you. St Peter's RC Primary School is a denominational Roman Catholic school in Aberdeen City, developing as a community of faith and learning. We provide education for children in P1 – P7.

This handbook is designed for parents and carers to help you to understand how our school is organised. We hope this information will be helpful to you and will answer many of your questions about the school.

We look forward to working in partnership with you to help your child to enjoy their time at St Peter's. We believe that effective teamwork and open lines of communication will support your child's development and help them to achieve success in a safe and happy environment.

Parents of current and prospective pupils are always very welcome to come to school to discuss any aspects of their children's education and welfare. Please contact the school office to arrange an appointment.

HEAD TEACHER	Mr Liam Sturrock
DEPUTE HEAD TEACHERS	Mrs Amy Bain (0.8) and Mrs Carolyn Kelman (0.2)
PRINCIPAL TEACHER	Miss Katrina Lilly (Acting)
POSTAL ADDRESS	St Peter's RC Primary School Dill Road Aberdeen AB24 2XL
TELEPHONE	(01224) 455290
EMAIL	stpeters.enquires@ab-ed.org
WEBSITE	www.st-peters.aberdeen.sch.uk

SCHOOL HOURS

School starts:	9.00am
Morning break time:	10.30am – 10.45am
Lunch time:	12.30pm – 1.30pm
End of school day:	3.15pm

The school office is open from 8.30am to 3.45pm each school day. If your call is not answered, please leave a message on the answerphone and a member of staff will respond as soon as possible. Emails are monitored regularly throughout the day.

SCHOOL CONTEXT

We are a Roman Catholic primary school currently located in the Tillydrone area of Aberdeen following a decant from its usual site on Dunbar Street in Old Aberdeen. The original school building is presently undergoing refurbishment and extension as part of a wider renovation project. The school community is temporarily housed within the former Riverbank School on Dill Road, where all classes are accommodated within a single building. It is anticipated that the school will remain at this location until at least October 2027.

We serve the North RC zone of the city (which includes parts of Aberdeenshire. The school is part of the St Machar Associated Schools Group; however, pupils transition to a range of secondary schools following completion of P7.

The school roll is currently 203 pupils with no Early Learning and Childcare provision. The school does not have provisions for Gaelic Medium Education.

STAFF AND CLASSES 2026-2027

The following people are part of our school community at St Peter's RC School:

Head Teacher: Mr Liam Sturrock

Depute Head Teachers: Mrs Amy Bain (0.8), Mrs Carolyn Kelman (0.2)

Principal Teacher: Miss Katrina Lilly (Acting)

Class Teachers:

P1	Miss Sarah Watson
P1/2	Miss Katrina Lilly (0.8) and Miss Claire MacDonald (0.2)
P2	Mrs Vicki Haigh
P3	Miss Elizabeth Bennett
P4	Miss Aine King
P5	Miss Emma McPherson
P5/6	Miss Paulina Binkowicz and Miss Claire MacDonald
P6	Mrs Carolyn Kelman (0.8) and Mr Kieran Dougan (0.2)
P7	Ms Agnieszka Brulinska

Non Class Contact Time / Targeted Support: Mr Kieran Dougan and Mrs Shannon Mbarki (supply)

Support for Learning: Mrs Sima Jadid

Pupil Support Assistants:

Mrs Heather Campion (Monday, Tuesday, Thursday, Friday)
Mrs Jill Wood (Tuesday – Friday)
Mrs Linda McKinlay (Monday - Friday)
Mrs Jeanette Canilang (Monday - Friday)
Mrs Gosia McMahon (Monday - Friday)

Mrs Divya Alladi (Monday, Wednesday, Thursday, Friday)
Mrs Sowmya Gangam (Monday – Friday)

School Administrator:	Mrs Paulina Sucharska
School Support Assistant:	Ms Jessica Powell
Lunchroom Staff:	Mrs Nurcan Sert, Miss Silvija Zubrickaite and Mrs Ann Ramos Alviar
Cleaners:	Jackie Fraser and Rasa Milasiene
School Chaplain:	Father Gábor Czako, Parish Priest of St Peter's Church
English as an Additional Language:	Mrs. Lorna Raby, EAL Teacher (Tuesdays)
Singing teacher:	Mrs Anna Hamilton (Wednesdays)
Liturgical Music instructor:	Mr John Horton (Fridays)

Visiting Music Instructors:

Piano	Mrs Anne Deans (Mondays)
Woodwind	Mr Ross Hammond (Fridays)

ADMISSION TO SCHOOL

Enrolment information

Primary 1

All children who will reach the age of five on or before the start of the new school session in August should start primary school in August. Children who reach the age of five after the start of the new school session in August, but before the last day of February, may also be enrolled for primary school in August. More information, including that related to deferring entry can be found here: https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/school-places/information/applying-for-primary-school

Enrolment for Primary 1 starts in January and is online at https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/school-places. Please follow the guidance on the website. When inputting your address, you will be given the name of your zoned non-denominational school. Please choose the option to apply for a different school and then select St Peter's RC Primary School from the list if you wish to apply for our school.

Other year groups (or P1 admission after August)

Pupils can be accepted for all other classes at any time throughout the year, provided there is a place available. Parents can contact the school for details. Enrolment is online as described above, and the same documents should be uploaded to establish eligibility.

You are required to upload documents as part of the enrolment process (further details at the above link for applying for a school place). If your child has been baptised in a Catholic Church, please upload a copy of the child's Baptismal certificate. Priority for admission is given to children who have been baptised Roman Catholic. However, we welcome applications from children of all faiths and none whose parents and carers recognise and support the aims, mission, values and ethos of our school as a faith-centered learning community.

Aberdeen City Council has a zoning policy for all schools within the area. Our school has a zone for the purposes of making Roman Catholic Education available to primary school children in the North East of the city. Broadly, this means that our zone covers the Catholic parishes of

- St Peter's – Seaton, Old Aberdeen, Powis and King St areas
- St Joseph's – Tillydrone, Woodside, Hilton, Bucksburn and Dyce
- St Columba's – Bridge of Don, Danestone, Denmore and Balmedie

You can check that you are zoned for our school by visiting:
https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/find-a-school/find-your-primary-school-zone

There is a list of priorities, drawn up by the local authority, which is applied to fill the number of available places:

Priority 1 – Your child is moving into a zone after 15 March in a given year or already lives in the zone but isn't attending the zoned school. Where you have more than one property, it is the child's main family home which applies to this priority. In non-denominational schools, Priority 1 pupils who are baptised Roman Catholic are allocated spaces first.

Priority 2 – Where an older sibling is already attending the school you are applying to and will be in continuing education at the school when your child begins attending.

Priority 3 – You are currently taking your child to a childminder (including family other than parents) who lives in the school zone, because you are working. Your child must currently be receiving childcare from that person and will continue to do so when your child begins attending the school.

Priority 4 – Where none of the above applies, priority is given to those who live within Aberdeen.

Ranking within a priority group is based on direct distance between home and school. Some pupils may be eligible for free school transport if St Peter's is their zoned school (i.e. they are baptised Roman Catholic, resident within the parishes described above, but living more than two miles walking distance from the school.) Proof of baptism is required in this instance. Applications are made via the Aberdeen City Council website:
https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/school-transport/apply-for-free-school-transport

Prospective parents / carers are encouraged to contact the school to arrange a pre-enrolment meeting / school tour.

OUR SCHOOL



The first St Peter's School was founded by Priest Charles Gordon and opened in Constitution Street on 10th April 1833. Alexander Brodie sculpted a granite statue of Priest Gordon which was placed outside the school in Constitution Street in August 1859. It now stands at the King Street entrance to our Dunbar Street site.

We are situated in the north-east of Aberdeen, close to Aberdeen University and Seaton Park. We are currently decanted from our Dunbar Street building to Dill Road in Tillydrone.

ATTENDANCE AND PUNCTUALITY

Parents are asked to ensure that children attend school regularly and punctually. Schools have a statutory duty to record the attendance and absence rates of pupils. This includes both authorised and unauthorised absences.

Every child has a right to an education. Children who arrive late for school miss vital morning routines and may find it hard to understand the planned learning activities for the day.

Please let us know if your child is absent by telephoning 01224 455290 or emailing stpeters.enquiries@ab-ed.org by 9.15am on the first day of absence. Groupcall emails are sent to families if we have not been notified, and we work closely with our Home-School Liaison Officer who calls at the homes of children whose attendance gives cause for concern.

We ask parents / carers to try to arrange routine dentist and medical appointments during holidays or at the end of the school day. If you need to withdraw your child during school hours for any reason, please notify the Head Teacher in writing / by email. A parent/carer or a representative named in the letter must report to the school office to collect and / or return the child. For reasons of safety, pupils are not allowed to leave school on their own during the school day. Children returning during the school day should be brought to the office so that we know exactly who is present.

AUTHORISED ABSENCES

Parents/carers who wish to request time away from school for their child should do so in writing or by email to the Head Teacher. Certain absences may be authorised, depending on the circumstances. Each request will be considered on an individual basis in line with local authority and national guidance.

Family holidays should not be taken during term time and will be recorded as unauthorised absences unless there are very exceptional circumstances. Further information for attendance can be found here.

EXCELLENCE AND EQUITY

The National Improvement Framework identifies 4 key priorities for action:

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

In common with all Aberdeen City schools, it is our policy to value diversity, promote equity and remove barriers to learning. All pupils are given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, disability or cultural and religious background.

We promote race equality and oppose racism in all its forms: we have a policy of zero tolerance to racist behaviour and attitudes. We prepare pupils for life in a multicultural society and continuously strive to ensure that everyone in our school is treated with respect, dignity, kindness and courtesy. We aim to promote and reflect good relations between persons of different culture groups. We respect and value all cultures.

SCHOOL IMPROVEMENT

Over the past year, St Peter's RC School has continued to provide a high-quality, inclusive learning environment, achieving very good outcomes in leadership, wellbeing, inclusion and raising attainment. Attendance remains strong, there have been no exclusions for the past five years, and attainment in literacy continues to be significantly above the national average.

Learners benefit from a wide range of leadership opportunities, faith-based experiences, clubs, sporting activities and partnerships that support wider achievement and personal development. The school has also continued to strengthen parental engagement through workshops, open events and opportunities for families to participate in school life.

Further information about the school's performance, achievements and improvement priorities can be found in the latest Standards and Quality Report (2025–2026) and School Improvement Plan (2026–2027), available on the school website: https://st-peters.aberdeen.sch.uk/?cat=30.

These documents provide detailed information on attainment, achievement, wellbeing, attendance, inclusion and the actions being taken to continue improving outcomes for all learners.

Information about school performance at local and national level can also be accessed through the Scottish Government School Information Dashboards:

Primary Dashboard

Secondary Dashboard

SCHOOL UNIFORM

School uniform should be worn every day. It makes a vital contribution to the ethos and sense of identity of the school.

School uniforms can be ordered online via the following link:
https://schoolwearmadeeasy.com/collections/st-peters-primary-aberdeen
When browsing this website, please take care to ensure you have 'St Peter's, Aberdeen' unform.

Alternatively, parents / carers may choose to source uniform in our school colours from local shops / supermarkets.

				
Pale blue polo shirt	Navy blue sweatshirt with the school logo	Navy blue cardigan with the school logo	Grey/ black/ navy blue trousers	Grey/ black/ navy skirt

 	
Dark shoes should be worn to school. Black gym shoes / indoor shoes are worn indoors.	**P7 pupils** can wear a white shirt and school tie.

Jeans should not be worn in school. A clothing grant is available for families in receipt of certain benefits. Parents can apply online at https://www.aberdeencity.gov.uk/Council-Services/benefits-and-money-advice/free-school-meals-and-school-clothing-grant

For outdoor PE, children can wear jogging trousers and warm sportswear, ensuring they still wear a school jumper. Football strips are not permitted.

Please label all clothing, jackets, shoes, bags and lunchboxes clearly with your child's name and class.

LOST PROPERTY

Each child has their own named coat peg and tray to store their belongings. All children are taught to take responsibility for all personal items. Lost property is stored in our office area. **We thank parents for supporting our efforts to help our children to recognise and look after their own things. Please label everything – and re-write the labels as necessary.**

OUR VISION, AIMS AND VALUES

School vision statement:

At St Peter's RC Primary School, our vision is to develop as a community of faith and learning, providing the highest quality of education, and promoting Gospel values through service to the common good. We care for each other and strive for excellence and understanding in our learning and behaviour. We support our pupils to gain the skills, values and attitudes that will prepare them for life's challenges and opportunities, helping them to become

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

'Helping each other to become the best we can'

School values and aims:

In St Peter's School, we aim to

- **W**elcome, value and respect the rights of everyone.
- **E**njoy learning in ways that match our needs, challenging and supporting all to do and be their best.
- **L**ook after our health and care for the world.
- **C**reate a happy, supportive and inclusive school community which nurtures everyone.
- **O**vercome obstacles together, helping and seeking help.
- **M**irror the Gospel values of trust, respect, tolerance, honesty, generosity and forgiveness in all that we attempt.
- **E**xcel by behaving kindly and achieving high academic standards.

Our aims are based on the Charter for Catholic Schools in Scotland. We have reviewed them in line with the UN Charter on Children's Rights.

The Aims are simplified for display in classrooms and discussions with children.

The school's vision, values and aims were updated in September 2019 in consultation with parents, staff and children.



Our values characters:


Kind Koala


Forgiving Friends


Responsible Robin


Tolerant Turtle


Respectful Rainbow

As a Catholic school, we support all parents in their commitments as the first educators of their children. Parents of many faiths and none choose to send their children to our school. We draw on the support of our parish communities and the Catholic Church. All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in the following Charter:

A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

published by the SCOTTISH CATHOLIC EDUCATION SERVICE on behalf of the Bishops' Conference of Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

✴ a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;

✴ an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;

✴ a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;

✴ a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;

✴ the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;

✴ a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;

✴ a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;

✴ a commitment to ecumenical action and the unity of Christians;

✴ the promotion of respect for different beliefs and cultures and for inter-faith dialogue;

✴ a commitment to support the continuing professional and spiritual development of staff.

PARENTAL INVOLVEMENT AND ENGAGEMENT



We have a Parent Council and all parents are always welcome to meetings. Our parent council share information of meetings with all parents, usually through the school in newsletters and Groupcall email messages.

The parents and carers of all the children who attend St Peter's School are automatically members of our Parent Forum. All parents are encouraged to become involved in the development of school policies and activities. We seek parent views on all aspects of school improvement. Our school website http://st-peters.aberdeen.sch.uk has a section about Parent Council activities.

There is a Parent Council designated e-mail pcstpeter@aberdeen.npfs.org.uk. If you prefer to write to the Parent Council, please send the letter to the school office so that it can be forwarded.

We welcome parent helpers to assist in classes, the library, the school garden, with lunchtime and afterschool clubs and on class outings. We all appreciate the extra opportunities that are made available to our pupils through this voluntary sharing of valuable skills.

All helpers are asked to complete forms which enable 'Protection of Vulnerable Groups' (PVG) checks to be made by Disclosure Scotland. All parents who help on a regular basis and who are likely to be supervising groups of children are required to attend a meeting with a member of the School Leadership Team to share information about school policies, particularly Child Protection, Race Equality and Health and Safety. Parents who will be accessing school computers are also required to complete "Acceptable Use" forms. These procedures are in place to safeguard our children and to establish safe working practices.

Please see Appendix 1 for further information about our Parent Council members and activities.

As a school, we hold regular open events throughout the year to provide parents and carers with opportunities to visit the school, meet staff, celebrate children's achievements and learn more about the experiences and opportunities available to our pupils. We also regularly arrange information and learning events, often in collaboration with our Family Learning Team, to support parents and carers in their child's education. These sessions provide practical advice, opportunities to learn alongside your child and information on a range of topics that help families support learning, wellbeing and development at home.

Aberdeen City Council also have a high-level Parent Involvement plan, which can be found here.

RAISING CONCERNS

Parents who have any concerns about any aspect of their child's welfare, education and/or development are encouraged to contact staff at the earliest opportunity so that we can work closely with you to resolve issues. Class teachers, the Head Teacher and Depute Head Teacher are available in the playground at the beginning and end of each school day to listen to concerns and work with all involved to resolve them.

We make clear communication a priority, and we try to share useful information in a timely manner via blogs on our website, emails to parents and newsletters. Parents are asked to keep contact details up to date so that they can receive Groupcall emails from the school leadership team and classroom staff. If you are unable to find the information you need, please speak to us, phone the school or e-mail the school.

THE CATHOLIC COMMUNITY

Diocese of Aberdeen

Staff work closely with parents, parish clergy and catechists to prepare children for the sacraments. The school chaplain, Father Gábor Czako, is the parish priest of St Peter's RC Church. Preparation for specific sacraments takes place in

- P3 – Reconciliation
- P4 - First Holy Communion
- P7 – Confirmation

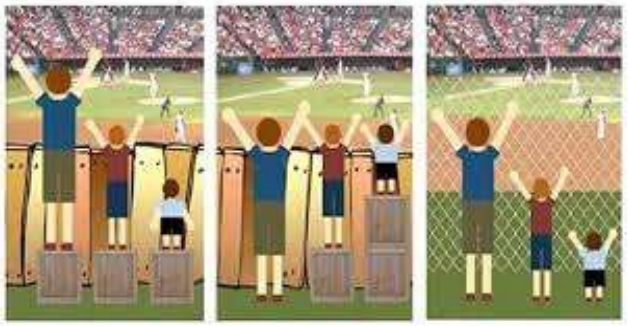
There are strong links between the staff of the three Catholic primary schools (St Peter's, St Joseph's and Holy Family) in Aberdeen, and opportunities are planned to share curriculum development. Joint celebrations are held with pupils from the other Catholic schools.

There is no Catholic secondary school in Aberdeen. S1 – S4 pupils attending any of the academies have the opportunity to go to After-School RE classes at an assigned academy, generally after school. P7 pupils and parents are given more information about this provision at the time of transition.

INCLUSION



As an Aberdeen City Council school, we are committed to Inclusion and the Presumption of Mainstreaming, as set out in the Standards in Scotland's Schools Act 2000.



All primary and secondary schools can already provide interventions for children and young people with additional support needs. Schools can access expertise from a range of specialist services including Educational Psychology, Sensory Support, English as an Additional Language and Autism Outreach. A very small number of children may require access to a more specialised provision for a period of time or access to a Special School Placement. As a parent or carer, you will be fully involved in decisions about your child. Your views are invaluable in helping us design appropriate supports.

Schools operate a staged approach to supporting learners. The Staged Intervention Framework is used to help identify potential barriers to learning and participation, and plan effectively. If your child is recognised as being in need of targeted support, an Individual Education Plan or a Child's Plan will be put in place. Parents, pupils and agencies supporting your child will help develop and review the plan to make sure that it is supporting your child.

Levels of support within the staged intervention framework are categorised as follows:

- **Universal** support is the support delivered by the class teacher through effective differentiation. When appropriate, the class teacher will be guided by other professionals in school with particular expertise.
- **Targeted** support is the support delivered by the class teacher and other school staff. When appropriate, support will be provided by support services across Education and Children's Services and will be planned for through the development of a Child's Plan.
- **Specialist/Multi-agency** is the support delivered by the school and others, which is likely to be highly individualised. Support will be planned and co-ordinated through the development of a Child's Plan that may be multi-agency in nature.

Any support given may be short term or longer term, but will be reviewed on a regular basis to make sure your child is making good progress.

'Getting It Right for Every Child' is the Scottish government's policy that aims to make sure that all babies, children and young people are supported to reach their full potential by maximising their wellbeing. The policy is based on a number of core principles and values. In Aberdeen, it is being delivered through a shared approach where all the community partners work together to support children and/or their family as soon as a need is identified.



ADDITIONAL SUPPORT

Additional Support for Learning in class

Our Support for Learning staff are timetabled to support children throughout the school who have Additional Support Needs or who, for any reason, require short term/ temporary help to access a particular area of the curriculum. Pupils may be withdrawn to an appropriate working area for a short time depending on the activity involved.

Support for Learning staff work closely with class teachers to plan suitable programmes of learning that suit the needs of individuals or small groups. Some of our pupils have Individual Educational Programmes (IEPs) which detail specific targets and support. These IEPs are shared regularly with parents to enhance home-school partnership to meet specific learning needs. Pupil Support Assistants are timetabled to work with particular pupils in every class, assisting with planned learning programmes in literacy and numeracy.
More information about additional support for learners can be found in our policy here.

Parents / carers can make contact with the school's Senior Leadership Team where they feel that their child needs additional support.

Speech and Language Therapy

Pupils with speech difficulties can be referred to a Speech and Language Therapist. Parents will be consulted and asked to co-operate with their child's individual programme.

Educational Psychologist

After consultation with parents, a child with educational or behavioural challenges may be referred to the Educational Psychologist who can provide specialised help to the child, parents and school staff.

English as an Additional Language (EAL)

A high proportion of our pupils are growing up in homes where languages other than English are spoken. At school, most children make friends easily and, as they gain confidence in speaking, they learn basic vocabulary very quickly.

With specialist help from the staff at the English as an Additional Language Unit (EAL), based at Sunnybank Primary School, we assess the needs of the children when they arrive at school. Focused support is given by visiting EAL staff. The level of support depends upon the age of the child and their ability to access the

curriculum. Our own staff have developed resources, expertise and confidence to encourage children to speak and understand the English language. Pupils also help one another and, in the process, develop positive attitudes to the acquisition of language skills.

ATTAINMENT

We use ongoing assessments, observations and dialogue to inform teachers' professional judgments about whether pupils have attained expected levels in reading, writing and maths, based on the experiences and outcomes in the Curriculum for Excellence. We report on progress within Curriculum for Excellence in November and May.

Sometimes differences in the patterns of results from year to year may be due to fluctuations in pupils' abilities in different year groups rather than to any underlying trend in school performance.

Information regarding the school's performance at local and national level can be obtained in our Standards and Quality Improvement Plan, a link to which is on our school website

https://st-peters.aberdeen.sch.uk/?cat=30

ACHIEVEMENTS

Our school website and Google classrooms showcase the achievements of our pupils. We also have an Achievement Tree to celebrate wider achievement in school.

THE CURRICULUM

We constantly review our curriculum, keeping it fresh, relevant and challenging in line with the principles of *Curriculum for Excellence*. We promote active learning strategies to enable all pupils to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors. Many subject areas overlap and are integrated with each other. You can read more about the Broad General Education and see the experiences and outcomes for each curricular area at https://education.gov.scot/scottish-education-system/Broad%20general%20education

Curriculum for Excellence

The Scottish Government's Curriculum for Excellence aims to provide a coherent, flexible and enriched curriculum from years 3 to 18. The 'curriculum' is understood to include the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It is underpinned by the values inscribed on the mace of the Scottish Parliament – *Wisdom, Justice, Compassion and Integrity*. The purpose of Curriculum for Excellence is encapsulated in the four capacities, enabling each child or young person to be a ***successful learner***, a ***confident individual***, a ***responsible citizen*** *and an* ***effective contributor.***

As we journey towards excellence, tasks and activities are presented in interesting and varied contexts to offer challenges to the most able and to give all pupils adequate time and experiences to practise basic skills. Children will work at times on individual assignments, in ability groupings, or whole class tasks. Experiences and activities are planned to enable pupils to be challenged and supported in their learning at their own particular level.

Balance, progression and continuity throughout the curriculum are achieved by forward planning, assessment and evaluation by staff and pupils. Children become increasingly involved in setting their own learning targets through Personal Learning Planning.

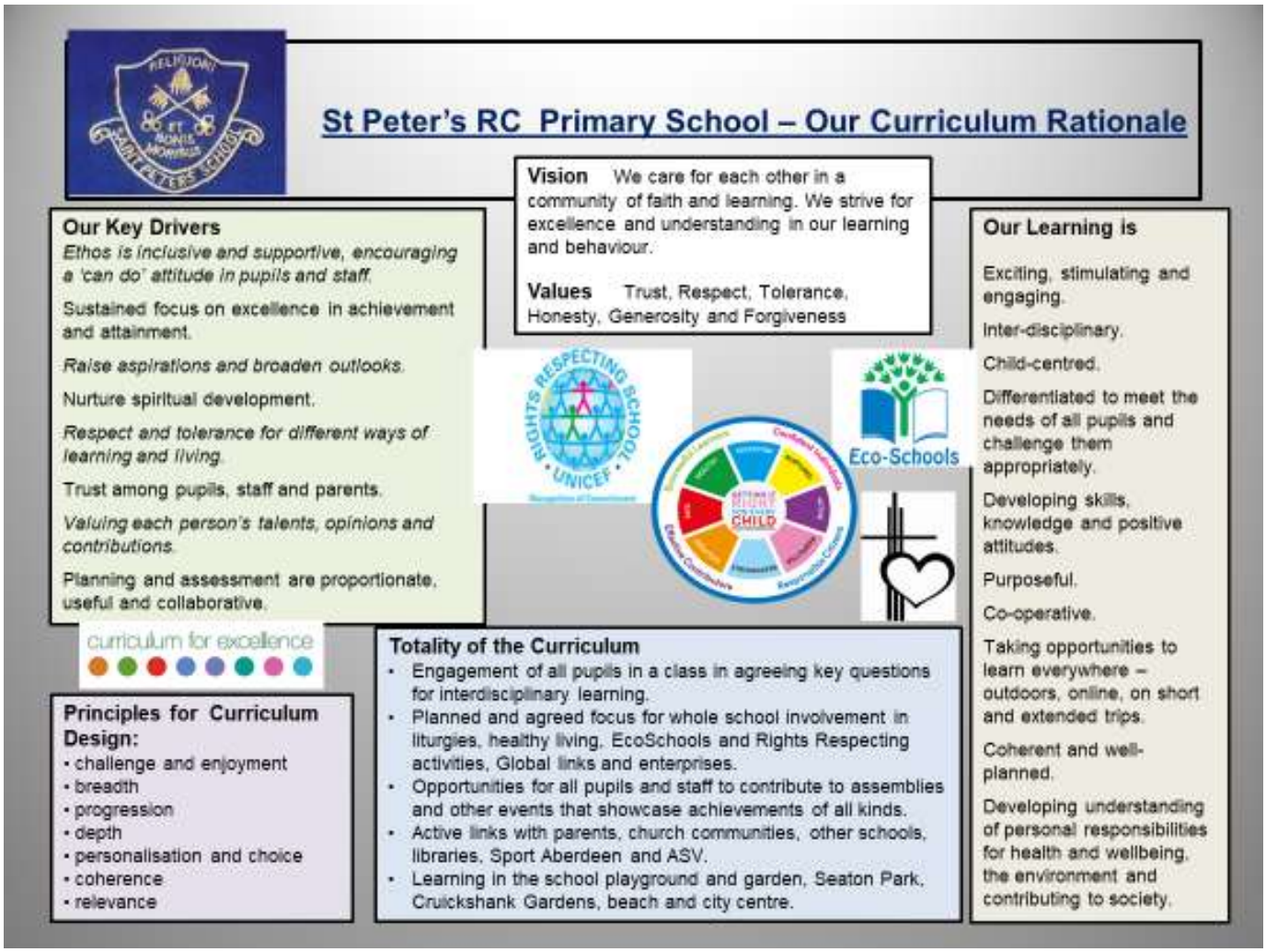
Curriculum Improvement Cycle

Scotland's Curriculum Improvement Cycle (CIC) is a national programme to review and refresh the curriculum, ensuring that learning remains relevant, engaging and focused on the knowledge, skills and understanding young people need for the future. The refreshed curriculum is being developed in partnership with educators, young people and stakeholders across Scotland, with implementation planned from 2028.

Parents and carers can find out more about the Curriculum Improvement Cycle by visiting: https://scotlandscurriculum.scot/

Curriculum Rationale

Each school develops its own Rationale for the Curriculum, taking account of context.



Literacy and English

Language is at the heart of children's learning and we prioritise clear communication skills, using the English language appropriately to convey meaning. At all stages, pupils are given as many opportunities as possible to develop the skills of reading, writing, listening and talking.

Building on attentive listening and purposeful talking, children develop skills at their own pace to read with understanding. The enjoyment of reading is fostered through shared storybooks and novels and time for quiet reading of class and school library books.

We use the Read Write Inc approach to support the teaching of reading, writing and listening & talking from P1. Typically, children from P4 onwards children use the Accelerated Reader scheme as a pathway to choose appropriate library books. There are linked quizzes online which help children to demonstrate their understanding of the texts. Research tasks encourage pupils to read for information. We use Big Cat reading books after Read Write Inc to continue developing literacy skills and reading fluency, and then move children on to novel studies and reading rings with a range of texts.

In the upper stages, children develop confidence and fluency by presenting talks about aspects of their learning to their peers.

Children learn to express themselves in writing legibly and fluently. The technical skills of spelling, punctuation, grammatical structure and handwriting are taught systematically so that the children can take pride in producing written work for their parents, teachers, classmates and wider audiences.

We are implementing the 1+2 Languages policy. Children arrive in school with their home language (1) and are introduced to at least two other languages during their Primary School experience. French is introduced in Primary 1 with children learning through games and songs. They continue to learn French throughout school and are introduced to Mandarin from P5.

Teachers make great use of opportunities to link learning in all languages, enabling children to explore and experiment with sound patterns and make links and comparisons between languages.

More information can be found in the school's Literacy and English policy.

Numeracy and Mathematics

Knowledge and skills in numeracy and mathematical thinking are developed through practical work, interactive maths teaching and mental maths strategies..

The Aberdeen City Numeracy and Mathematics Progression document illustrates the pathways through the numeracy and mathematics curriculum and the benchmarks for assessing progress at each level.

Our numeracy and mathematics programme introduces, at appropriate stages, aspects of number, money, measurement, shape, pattern and information handling. Estimation and problem-solving skills are developed and appropriate contexts help the children to understand the relevance of maths in everyday life.

We are committed to developing confident, capable mathematicians through a Maths Mastery approach. Children are encouraged to develop a deep understanding of mathematical concepts using the Concrete, Pictorial and Abstract (CPA) approach, allowing them to explore, explain and apply their learning in a range of contexts. Daily mathematics lessons focus on reasoning, problem-solving and fluency, helping children build secure foundations and make meaningful connections in their learning.

More information can be found in the school's Numeracy and Mathematics policy.

Health and Wellbeing

For full information, please see our school's Health Education and Promotion policy on our school webpage.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Curriculum for Excellence Experiences and Outcomes include learning about

- Planning for choices and changes
- Physical activity and health
- Substance misuse
- Relationships, sexual health and parenthood (links made to "God's Loving Plan" – see below)
- Food and health – food experience, developing healthy choices, nutritional needs, keeping safe and healthy, the journey of food, food and textile technologies
- Physical Education – physical competencies, cognitive skills, personal qualities and physical fitness

We encourage all children to develop healthy lifestyles. We have a continually developing programme of initiatives to promote health organised by a committee of pupils, staff and parents.

Physical Education

We aim to provide two hours of quality physical education each week. A coach from a partner agency (Next Level Foundation) works with each class for one PE session per week, team-teaching with a class teacher. All classes are timetabled to use our school halls every week to deliver a varied programme of sports and fitness activities.

We are regularly invited to attend sports activities at the Aberdeen Sports Village. Our P4 pupils also have a block of swimming lessons through Aquatics Aberdeen.

We work closely with the Active Schools team to provide extra-curricular activities on site or to direct families to nearby facilities.

Food and Health

Pupils in all classes have opportunities to learn about good nutrition through practical food skills. We make links to contexts for learning and key events throughout the school year to enhance learning in food and health.

Relationships, Sexual health and Parenthood

Our programme to teach about relationships, sexual health and parenthood is based on "God's Loving Plan" http://sces.org.uk/gods-loving-plan-2/ which connects learning in Religious Education (RERC) to aspects of Health & Wellbeing taught from Primary 1 to Primary 7. In using this resource, teachers work closely with parents and carers to ensure that young people are supported as they grow, particularly when coming to deal with the physical and emotional impact of puberty. Parents are invited to attend meetings to share materials to ensure that the more intimate aspects of children's growth are dealt with sensitively and skilfully by parents and teachers working together.

Parents and carers may request that their child be withdrawn from the sexual health and parenthood elements of RSHP education. This right of withdrawal does not extend to wider learning about relationships, respect, equality, human rights, friendships, consent, prejudice-based bullying, online relationships or healthy relationships. These aspects of learning form an important part of the Curriculum for Excellence and support the wellbeing, safety and development of all children and young people. Parents / carers should contact the Head Teacher to discuss withdrawal from sexual health and parent elements of Relationships, Sexual Health and Parenthood education.

Religious Education

Responsibility for defining the specific content of Religious Education in Catholic schools rests with the Hierarchy of the Catholic Church and is defined through advice provided by the Scottish Catholic Education Service. For full information, please see our school Religious Education and Religious Observance Policy on our school webpage.

We try to build a sense of Christian community, based on Gospel values, encompassing all aspects of school life. Religious Education is central to our curriculum. We take a child-centred approach, exploring beliefs and values, actions and commitments, traditions and practices across a range of contexts. The Scottish Catholic Education Service has produced "This is our Faith," organising children's learning within the strands of Roman Catholic Religious Education:

Mystery of God ***In the Image of God*** ***Revealed Truth of God*** ***Son of God***
Signs of God ***Word of God*** ***Hours of God*** ***Reign of God***

We recognise the important roles of parents, teachers and parishes in the young person's spiritual development. Prayer and worship are distinctive features of our school with daily classroom prayers and liturgies, led by class teachers, and weekly school assemblies.

Sacramental instruction takes place during RE lessons. Class teachers liaise closely with the parents who wish their children to receive the sacraments of Reconciliation (P3), Holy Communion (P4) and Confirmation (P7) in their parishes. Our school chaplain makes regular visits to different classes in the school and celebrates Mass for the whole school community in our gym hall on Holy Days of Obligation and special occasions.

P7 pupils have the opportunity to participate in a residential trip to St Michael's Centre in Tomintoul, visiting Scalan and Pluscarden Abbey to deepen their awareness of the Catholic heritage of North East Scotland and to prepare them more fully for receiving the sacrament of Confirmation.

In terms of pupil participation in Religious Observance, Scottish Government guidance recognises the important contribution it makes to learners' spiritual development, the life of the school community and the promotion of the school's values and ethos. In Catholic schools, Religious Observance is closely linked to the faith life of the school and is expressed through prayer, liturgy, assemblies, reflections and celebrations throughout the year.

Parents/carers no longer have a statutory right to withdraw their child from Religious Education. Religious Education forms part of the core curriculum in Catholic schools.

However, parents/carers may request that their child be withdrawn from Religious Observance. In line with the Children (Withdrawal from Religious Education and Amendment of UNCRC Compatibility Duty) (Scotland) Act 2026, the views of the child will be sought and taken into account when considering any request for withdrawal.

The Scottish Government also recognises that:

"Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational

schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character."

(Curriculum for Excellence: religious observance, Scottish Government, 2017).

Consequently, while requests for withdrawal from Religious Observance will be considered in accordance with current legislation, it may not always be possible to remove a child from every aspect of school life that is influenced by the Catholic ethos, values and faith character of the school.

Interdisciplinary Learning (Contexts for Learning)

Contexts for learning provide opportunities for the children to engage in a wide range of practical experiences and activities. Through this interdisciplinary learning, they develop knowledge and understanding of their environment by observing, exploring, investigating and recording it in varied ways. They also gain skills and attitudes necessary to interpret their environment.

Learning through contexts often involves planned study outings and participation in field work as well as interacting with visitors to school.

We ask parents to complete a permission form at the beginning of session to cover 'routine and expected' trips in the local community. Groupcall messages (emails) are then sent to let parents know when such trips are taking place. Specific permission is always sought when pupils go on longer school trips.

We strive wherever possible to secure funding to meet the costs of trips / outings. but we sometimes rely on parental contributions.

Contexts for learning can last between four weeks and a whole term. They are planned with the children, taking account of what they know, understand and can do already and what they would like to find out. Teachers then link these contexts with the experiences and outcomes (Es and Os) in the Curriculum for Excellence.

At all stages, projects are planned and evaluated using the Design Principles of the Curriculum for Excellence:

- **Progression**
- Challenge and enjoyment
- Breadth
- Depth
- Personalisation and choice
- Coherence
- **Relevance**

Key areas of the curriculum which are contextualised for the children by linking them to projects are sciences, social studies, technologies and expressive arts.

The school's three-year cycle of contexts for learning can be found here.

Sciences

The experiences and outcomes of Curriculum for Excellence include developing knowledge, understanding and skills in the areas of

Planet Earth Forces, electricity and waves Topical Science Biological systems Materials

We have gained the Silver Level Award in the Primary Science Quality Mark scheme which recognises the whole school commitment to teaching Science to every pupil every week. We take opportunities to visit the Science Centre, Aberdeen University Zoology Department and any outreach programmes offered by TechFest to enhance learning in science.

Social Studies

This area of the curriculum provides contexts for learning about identity, change and continuity, diversity, economic, social and environmental issues, needs and resources, decision making and participation as active citizens. *A Curriculum for Excellence* learning outcomes are grouped under the following headings:

- People, past events and societies
- People, place and environment
- People in society, economy and business

The school's contexts for learning often cover a range of topics within social studies.

Technologies

There is a strong emphasis on practical activities in textiles, craft, design and using information technologies. Pupils learn computing skills through a progressive programme of ICT, using our suite of laptops, Chromebooks and iPads which can be taken into classrooms.

Developing digital literacy

The use of computers and digital media is transforming learning and our classrooms are well-equipped with iPads, laptops, Chromebooks, cameras and programmable robots for pupils to benefit from new technologies. Each class teacher uses an interactive whiteboard with internet access for teaching and learning activities.

We use relevant software and websites to support all aspects of the curriculum and pupils follow personalised programmes in maths and reading on the computers to consolidate their skills.

We are using the suite of Google tools to create, access and share resources and collaborate with each other. All pupils have Google log ins and use Google classroom to study at home and at school. Information is shared about children's learning via the school website which includes class webpages that are regularly updated.

Expressive Arts

Through well-planned programmes in Art and Design, Music, Drama and Dance, learners are given many opportunities for expressing themselves and appreciating the work of others. As they create, present and evaluate practical activities, values are explored and imagination is encouraged.

ASSESSMENT

For full information, please see our school Assessment and Recording Policy on our school webpage. Assessment is an integral part of learning and teaching and national guidance informs our approach to assessment.

All teaching staff have a shared responsibility for assessing and recording the achievement and progress of pupils. Both formative and summative assessment are used to support teacher judgments about progress and to ensure there is a good pace of learning. There is continuous assessment of each pupil's progress throughout the session, using a wide variety of assessment procedures – observation, discussion, questioning, oral and written tasks. Assessment results are shared with parents in written reports and at

Parents' Nights and are used to plan learning and support. Teachers track attainment continuously and, if it veers significantly from predictions based on the performance of pupils at each stage, appropriate interventions can be made.

Assessment is for Learning

Pupils are fully involved in assessment for learning, recognising success and identifying next steps. Each pupil has specific targets which are set to extend their knowledge and understanding and develop skills. They are trained to self-assess and peer-assess effectively in a number of ways e.g. two stars and a wish, traffic lighting and thumbs up. This assessment is based on children having

- clear information about what they need to learn and how they will know they have been successful
- a clear understanding of what constitutes high quality work
- the skills and vocabulary required to assess what they have achieved.

We are developing methods to collect and record evidence of learning and, along with colleagues from other schools, we are working out robust and reliable ways to assess and track progress in maths, reading and writing within Curriculum for Excellence levels, using the national benchmarks.

Formal assessments

In August 2017 Scottish Government introduced the NSA, a single, nationally developed set of standardised assessments for aspects of literacy and numeracy, designed to align with the way we deliver education in Scotland through Curriculum for Excellence. All children in P1, P4, P7 and S3 are assessed once a year in aspects of reading, writing and numeracy.

Children do not have to revise or prepare for assessments. The assessments are used as part of routine teaching and learning to help teachers understand how well your child is progressing and to plan next steps. Children complete reading, writing and numeracy assessments on the computer and the system is designed so that, if a child is experiencing difficulty, the questions will get easier, and if a child is doing well, the questions will become more challenging. In this way, the assessments establish children's capacity without them having to face lots of questions that are too easy or too hard for them to answer. There is no pass or fail.

The assessments are as short as possible and are age and stage appropriate. More information is available at Parents and carers – Scottish National Standardised Assessments

PUPIL VOICE AND LEARNER PARTICIPATION



All aspects of a child's experience at home, in school and in the wider world contribute to his/her personal and social development. The child's first experience of community life is within the family and, at school, we continue to develop each child's self-esteem, self-confidence and a personal sense of responsibility for his/her own actions.

Learning experiences through a range of pupil Learner Participation Groups. Every learner is a member of one of our pupil voice groups, and many of our pupils represent their classes in wider school leadership groups. The groups meet regularly and include

- the Pupil Council where pupil representatives from every class can raise issues affecting learning and welfare. They also bring ideas to improve the school. We use 'How Good is Our School?' (HGIOURS Part 2) to involve our pupil council in self-evaluation and improvement planning in school.
- the Learning Council who discuss new ideas for learning and teaching in school.
- pupil voice groups - Rights Respecting Schools groups, Digital Leaders groups, Eco Schools groups and charities / community group.
- the Junior Road Safety Officers group.
- pupil leaders (P7) group focus on leading initiatives in school such as events and themed days.

Pupil voice groups include:

- Eco group
- School choir
- Charities and community group
- Digital Leaders
- Rights Respecting Schools group

HOUSES

Please see the House Points Policy on our school website for more information.

Every child is a member of one of the four school houses – Elphinstone, Kings, St Andrew or St Machar. Children can gain points for their house through achievement and behaviour. House points can be given by all staff during breaks as well as during class time. Children can also get house points for achievements outside school e.g. music exams, cub scout camps, reading extra books etc.

Houses are led by P7 House Captains who organise assemblies, fundraising events and fun activities throughout the year. The house which gains the most points during the school year is awarded the Anne Lyden Shield. Children also compete in their houses in the annual Sports Day when the winning house is awarded the Alex Kennedy shield.

SCHOOL POLICIES

We adhere to all Aberdeen City Council policies on learning and teaching, health and safety, child protection and anti-bullying.

Staff, parents, pupil groups and our partners within the community (specifically the Catholic church, Active Schools and Educational Psychology Service) have developed a range of policies for our school. These are reviewed regularly and the most recent versions are available on the school webpage – www.st-peters.aberdeen.sch.uk. You can also request hard copies (including of the school handbook) from the school office. Appendix 5 lists the school policies and guidance available on our school website.

HOMEWORK / HOME LEARNING

For full information, please see our school Home Learning Policy on our school website. Homework provides an opportunity for children to share their learning with their parents. A variety of tasks that complement classroom learning are set by class teachers. Please contact the school if you have any queries about homework.

At the early stages of learning, the focus is on developing phonics skills (linking letters and blends of letters to the sounds they represent) and a love of stories. As children learn to read themselves, the support of parents is invaluable. Sharing and talking about stories and hearing children read individually at home boosts confidence, skill and enjoyment. Early handwriting tasks help them to develop proper pencil hold and form letters correctly. As the children develop independence, more written tasks are set for them to reflect on their reading or develop their spelling and writing skills. Tasks may also include consolidation of maths concepts and project research.

In P3 – P7, pupils are set homework on a weekly basis. The amount increases as children move through the school. Your child's teacher will provide information at the start of the session about the days on which homework is set and when it will be collected. Your assistance with helping your child to organise his or her time is appreciated.

All pupils have passwords to access individual Google Drives and appropriate Google classrooms. Our teachers are setting most homework tasks via Google, and much of the homework can be completed and submitted online.

COMMUNICATION WITH PARENTS AND CARERS

Kindly note that the beginning of the school day is a very busy time for teaching staff as they greet pupils and settle them in class. Teachers are happy to see parents by appointment at other times. Please phone or call in at the school office to arrange a suitable time.

If you wish to pass on messages, please email the school . You can also speak to our office staff who are happy to take messages by phone or in person at the office. All messages are passed on to classroom staff.

Reporting to parents

Pupils' progress is reported to parents twice yearly (November and May), and parents meetings are also organised twice per year.

Groupcall emails

Email messages are sent via Groupcall to provide reminders, share newsletters and inform parents of things happening in school.

General class meetings

Each class teacher hosts a 'Meet the Teacher' evening within the first weeks of the academic year to share information about the curriculum, routines, expectations and how parents can support their child's learning and access help. The meetings are held in the classrooms so that parents can see the resources and displays and gain an insight into their child's experience in school. Specific class meetings are held as required throughout the year to share information. Instances include preparation for residential trips, relationships

education and the sacraments. There have also been general class meetings to share aspects of the curriculum.

Newsletters

Links to Sway newsletters are emailed regularly to keep parents informed of school news, developments, successes and difficulties. Information on class outings, social events and dates for your diaries are all included. Links to our newsletters are also placed on the school website: www.st-peters.aberdeen.sch.uk.

School website

Class teachers and the Senior Leadership Team update the website with details of achievements, events and planned learning. Term and holiday dates and key information about school life are also listed.

OUT OF SCHOOL ACTIVITIES FOR PUPILS

Pupils have the opportunity, outwith school hours, to participate in a variety of activities. The selection of these depends on the goodwill and availability of staff and parents willing to supervise these sessions. We are always keen to support parents who wish to organise, or help with, any appropriate activities at lunchtime or after school.

Sport Aberdeen has Active School Co-ordinators who can provide information about clubs throughout the city offering different sports activities.

Visit https://www.facebook.com/ActiveSchoolsStMachar/ to see the range of activities offered.

FOOD IN SCHOOL

Please contact the school office if your child is allergic to any foods to complete forms to be held in school.

Snacks



All pupils may bring their own fruit or healthy snack to enjoy during morning break. Nuts are never allowed in school as we have pupils who are severely allergic to nuts.

Each child needs to bring a clean water bottle every day. All pupils have access to chilled water throughout the school day.

School Lunches

All children in P1 – P5 currently receive universal free school meals. Lunches for pupils in P6 and P7 currently cost £2.35 each day. Payment and choices of meals should be done by parents at home using the ParentPay system. Parents of new pupils are provided details for the Parent Pay soon after enrolment. More details can be found at the following link.

Free meals are available for children whose parents receive Income Support, Income-based Jobseekers Allowance or Child Tax Credit where no Working Tax Credit has been awarded. Further information can be

found at the following link: https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/school-meals.

We strongly encourage and support all eligible families to apply for their entitlement to free school meals to access other benefits (Scottish Child Bridging Payment and School Clothing Grant).

We are a Health Promoting School and try hard to encourage children to enjoy nutritious food in a relaxed atmosphere. Lunchtime provides an opportunity for the children to develop good eating habits and learn good manners and co-operation.

Menus for school meals can be accessed via Aberdeen City Council website (link above). Choices can also be made up to three weeks in advance using the Parent Pay system.

A vegetarian option is offered daily.

Packed lunches for school trips are available to order. Please let the school office know of any special dietary requirements.

Our meals are freshly cooked at Seaton School and delivered in containers which keep the food warm. Water and milk are always available for all the children in the lunchroom. We encourage children to bring their own water bottles into the hall.

Children may bring a packed lunch. Please do not send fizzy drinks in lunchboxes. Glass containers are not permitted. Any uneaten food is returned home in the lunch box.

Birthdays

Please do not send birthday cakes or sweets into school to celebrate birthdays. The Health Promotion and Nutrition Act discourages this. Children can bring fruit, stickers or party games for their friends instead.

PROMOTING POSITIVE BEHAVIOUR

For full information, please see our school Relationships Policy on our school webpage. The school works in close partnership with parents to encourage children to develop confidence and to work and play harmoniously with others. Parental co-operation helps us to maintain the high standard of behaviour we expect.

Playground Behaviour

Pupil Support Assistants supervise all areas of the playground, and they are proactive in encouraging children to be kind, respectful, caring and helpful. They notice children who seem unhappy or lonely and support them sensitively.

Every P1 pupil has a buddy from P7 who helps them to play games, make friends and understand routines.

Relationships

Children make mistakes and need to learn from them. Parents are involved in discussions regarding their child's behaviour at an early stage if it becomes apparent that there may be a problem. We can then work together to support each child.

ANTI-BULLYING

Please see our school's Anti Bullying Policy on our school webpage, as well as the link to Aberdeen City Council's Anti-Bullying Guidance. The purpose of the policy is to reduce, prevent and respond effectively to bullying behaviour. We act swiftly to deal with any incidents where a child or member of staff feels threatened by words, actions or attitude of any person in any area of the school or playground. We are committed to challenging all types of prejudice-based bullying and language. We refer to guidance from The Equality Act 2010, the Curriculum for Excellence and Getting It Right For Every Child.

Class health lessons, class discussions and assemblies help everyone to know what bullying is and how to take immediate action to stop it. Parents who have any concerns about their child being bullied should speak to their child's class teacher in the first instance.

ASSEMBLIES

Our regular school assemblies promote a sense of community. They are also a forum to recognise achievements and share our aims and values which uphold Christian principles and respect other faith communities.

ENTERPRISE AND CITIZENSHIP

At St Peter's School, we aim to promote skills for learning, skills for life and skills for work. We encourage everyone in our community to be active and responsible citizens. We are developing opportunities to involve all our pupils in a variety of Enterprise activities which help them to develop skills such as communication, teamwork, listening and negotiating. Our pupils' recent enterprises have included making cards and posters, running their own stalls at our Christmas Fayre, running MacMillan Coffee mornings and hosting Open Afternoons, providing entertainment and hospitality.

Our EcoSchool Journey

We are a registered EcoSchool and have attained our eco green flag by involving all pupils and members of the school community in caring for our environment.

- We have to improve the school grounds and energy use.
- We recycle and the amount of waste is monitored.
- Our litter-pickers keep our playground tidy.
- With a lot of support from parents, the Environmental Garden has been developed for all classes to plant seeds and investigate living things.
- Other aspects of Eco Schools Action Plans relate to Healthy Living, Water, Biodiversity and Transport.

Pupils have great ideas and adults learn alongside them.

MUSICAL INSTRUMENT TUITION

Aberdeen City Music Service aims to offer high quality musical experiences for children and young people across the city. Woodwind and piano teachers visit the school for a few hours each week. Tuition seldom

begins before P3. Parents who are interested in their child learning an instrument should apply online via the following link: https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/music-tuition.

The peripatetic music teachers keep waiting lists and offer places as they become available.

Children are selected for tuition on the basis of musical aptitude. Instruments (except pianos) are given on loan for the duration of tuition. A commitment to regular practice at home is essential. After learning an instrument for a while, pupils are invited to Aberdeen Music Centre in order to play in ensembles, bands or orchestras and to perform in concerts. Music tuition is currently funded by the Local Authority, meaning this is at no cost to the parent.

HEALTH AND SAFETY

Child Protection

For all information relating to Child Protection please visit https://www.aberdeencity.gov.uk/aberdeen-protects. Our school Child Protection Policy is on our school webpage. Where there is a possibility that a child could be at risk of abuse or neglect, we are required to refer the matter to the Joint Child Protection Unit, Social Work or the Children's Reporter. Under these circumstances, the parent/carer would not normally be consulted first.

Mr Liam Sturrock, Head Teacher, is the Child Protection Coordinator in school. Please contact him at any time if you have concerns about the safety and wellbeing of any child. Mrs Amy Bain is the school's Deputy Child Protection Coordinator and can be contacted in the absence of the Head Teacher.

The Scottish Government wants Scotland to be the best place in the world for children and young people to grow up so that they become successful learners, confident individuals, effective contributors and responsible citizens. All children and young people (including unborn babies) have the right to be cared for and protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met. Children and young people should get the help they need, when they need it and their safety is always paramount.

Child protection has to be seen in the context of the wider Getting It Right For Every Child (GIRFEC) approach, the Early Years Framework and the UN Convention on the Rights of the Child. GIRFEC promotes action to improve the wellbeing of all children and young people in eight areas. These wellbeing indicators state that children and young people must be: healthy, achieving, nurtured, active, respected, responsible, included and, above all in this context, safe. The primary indicator for child protection is to keep a child safe and, in so doing, attention is given to other areas of wellbeing as appropriate. National Guidance for Child Protection in Scotland (2014) can be found here: http://www.gov.scot/Resource/0045/00450733.pdf.

All adults working with children in school are checked through the "Disclosure Scotland" Protecting Vulnerable Groups scheme. This applies to all staff and also to volunteer helpers (parents, students, members of the community) who work directly with groups of children in situations where the teacher may not be present e.g. in the GP room, assisting with after-school clubs or other sports activities.

We have produced a short guide to child protection and safeguarding for parents and carers, which can be found here.

Fire Drills and Lockdown Procedures

Fire drills are held every term and fire alarms are tested weekly.

We want to keep everyone in our school safe. Sometimes, we practice what to do if we need to stay inside the school building. This is called a “lockdown drill.” It is a bit like a fire drill, but instead of going outside, we stay in a safe place inside the school. These drills help us learn what to do, just in case. It is important for us to practise this to make sure everyone knows what to do in the same way as we do for fire drills. Before the practice, teachers will explain everything to the children. Parents/carers will be notified in advance that a lockdown drill is due to take place. However, the exact timing of the drill will not be communicated, as this helps ensure that the procedure is practised as realistically and effectively as possible.

Health

If a child is clearly unwell at home, it is advisable to keep them off school until they are fit again and able to learn and participate in school activities. Children who have been vomiting or have had diarrhoea should stay away from school for 48 hours afterwards to prevent the spread of the infection.

If a child becomes unwell in school, parents will be informed as soon as possible so that the child can be collected. It is very important to keep your emergency contact details up to date. In the case of accidents or serious illness at school, an ambulance will be called and parents will be informed. A member of staff would escort the child to the hospital.



First Aid

Our Pupil Support Assistants are trained in First Aid and attend to any children who have bumps, falls or accidents. All bumps to the head are taken seriously. If a child bumps their head in a fall or through colliding with another child, a cold compress is applied and parents are informed so that they can be vigilant for signs of concussion. We always err on the side of caution and phone parents if we have any concerns about a child’s welfare.

Medicines in school

Where children suffer from chronic illnesses such as diabetes or asthma, the school must be informed in writing and staff will keep records of treatment. A healthcare plan will be created for your child.

Children with asthma should keep a spare inhaler in school, clearly labelled with their name and instructions about dosage. Parents of children who have allergies should provide full information about the allergies and details of action to be taken in the event of a reaction. Spare EpiPens, Piriton and creams should be brought to the school office for safekeeping.

Medicines should never be carried to school by children. If a child requires antibiotics or other essential medications to be administered during the day, parents should visit the school office to seek the consent of the Head Teacher (or his representative) for administration during school time. In certain circumstances, the Head Teacher or his representative will supervise the administration of medicine with a trained first aider as long as the appropriate forms have been completed.

Our First Aid and Administration of Medicines policy can be found on our school website.

Head Lice

This is an intermittent problem in schools. Parents are asked to check their child's head regularly and to inform the school if they find any evidence of head lice, which can be a recurring problem. Any child who is affected should be kept off school until treatment is carried out. Please remember to check all members of the family and treat all who are affected.

PE activities

All teachers are qualified and aware of risks associated with Gym and PE. Pupils must co-operate in all lessons by

- Wearing appropriate kit and gym shoes
- Listening to all instructions carefully
- Reporting anything they see that affects their safety e.g. slip and trip hazards.
- Watches and all jewellery, including ear rings, should be removed for PE activities.
- Children who need inhalers should take them into gym lessons.

School Safety Rules

1. No child should leave school without permission under any circumstances.
2. Children should play only in the supervised play areas.
3. Climbing on, up or over walls and fences is forbidden. This rule is strictly enforced within school hours and parental support is appreciated after the school day when children may be playing outside or attending after-school activities.
4. Children who arrive by school transport (minibus or taxi) must come directly into the playground and remain in the playground until the start of the school day.
5. Children are not allowed to visit the local shops during school hours unless this is part of a school activity, supervised by school staff.

Safety in the Playground

Children should wear sensible shoes for playing outdoors and bring a coat/jacket, even if it appears sunny in the morning. We try to get the children out for fresh air at break and lunchtime unless there is extreme weather. Pupil Support Assistants supervise children's activities at morning break and lunchtime.

Bicycles, skateboards, scooters and roller blades should not be used in the playground during school hours. In the interests of Health and Safety, no dogs should be brought into the playground, except working guide dogs.

Travel Safety



Parents' cars must not be brought into the grounds or car parks. Parents are encouraged to "park and stride." Our school's Active Travel Plan (hosted on our school website) gives further details here.

Security

The security of our pupils, staff, parents and visitors is actively safeguarded. Our security relies on your co-operation, and we ask all parents to be vigilant. Any worries about unknown persons on our school site should always be reported to the Head Teacher.

1. The gate to our playground is opened at 8.50am and locked just after 9.00am. Any late arriving pupils should be taken to the school office.

2. Parents and visitors who wish to speak to a member of staff should always enter the school by the main school entrance (office).

3. Entry to the school building is by security fob.

4. All visitors to the school should sign the Visitors' Book at reception.

5. Pupils are not permitted to answer the door to admit visitors. We request that parents already in the building should also leave the responsibility for admitting visitors to school staff.

6. Children who are collected from school for appointments or other reasons during the school day must be signed out at the school office please. When they return from appointments, or if they arrive late, they must be registered in the office before going to class.

MOBILE PHONES

Pupils are not allowed to use mobile phones in any part of the school building or playground. Pupils bringing mobile phones in exceptional circumstances should leave their mobile phone at the school office before the start of the school day and collect this at the end of the school day. Prior agreement for a pupil carrying a mobile phone should be sought from the Head Teacher.

Our mobile devices policy can be found on our school website.

EMERGENCY SCHOOL CLOSURE POLICY

It is essential that all emergency contact details are kept up to date. Please advise the office immediately of any changes.

In the event of a school closure during the school day at short notice due to an unforeseen emergency (e.g. water or electricity failure, fire, flood etc) or inclement weather, procedures would be as follows:

1. In the first instance, school staff will attempt to contact parents.
2. If they are unavailable, emergency contacts will be phoned.
3. If a child goes into the care of an emergency contact, the emergency contact takes on the responsibility to let the parents know.
4. Any child whose contacts cannot be reached will remain in the care of school staff until parents contact has been made. It is vital that someone comes promptly to collect your child in these circumstances.
5. Class teachers will not allow any child to leave school unless collected by the appropriate responsible person.

6. In the case of severe weather, information is posted on the Aberdeen City website and relayed to parents via Groupcall messages.
7. In the event of a sudden complete evacuation of the school being required (e.g. in the instance of a fire), all children would be escorted to

   ALC Aberdeen, Dill Road, Aberdeen, AB24 2XL

   and the above Emergency Closure Procedures would be put into operation.

In the event that the decision is taken not to open the school in the morning, this information would be available on the Aberdeen City website: https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/find-a-school/check-school-closures

Groupcall messages and emails are also sent to all families, so it is important that we have up to date mobile phone numbers and email addresses.

More information about school closures can be found on our school website.

WINTER WEATHER POLICY

We always try our best to keep the school open. Travel only if it is safe to do so.

Please make sure that your child has a warm coat, suitable footwear and gloves. They need indoor shoes to wear inside the building. Please put a spare pair of socks in your child's bag.

When children arrive at school, they are asked to walk on the cleared paths in the playground. Snowballs are never to be thrown in the school grounds.

In severe weather, pupils will go to the hall, awaiting collection from their class teachers. Parents are respectfully asked to remain outside.

Changes to routines if it snows or there is very wet weather.

Whenever possible, children play outside at beaks and lunchtimes. However, if the playground is very icy or if it is snowing or raining heavily, a plan will be put in place for pupils to stay inside during breaktimes and lunchtimes, supervised by PSAs and school leadership.

In cases of severe weather, all after school activities and meetings are always cancelled.

ASSOCIATED SCHOOLS GROUP



St Peter's is a member of the St Machar Academy Associated School Group (ASG) along with Cornhill, Kittybrewster, Riverbank, Seaton, Sunnybank and Woodside Primary Schools. The function of the ASG is to meet and discuss issues which are relevant to the schools in the area and to prioritise improvements. Close and effective liaison helps to ensure children settle well as they move from nursery to primary school and, when the time comes, they are well-prepared for the transition to secondary school.

TRANSITIONS

Joining Primary One

We keep in contact with parents about the admissions process and offer places as soon as Aberdeen City Council allow us to do so (usually in March/ April). Once families have accepted places, we invite parents and children into school on several occasions to share information. This is a two-way process where we:

- Start to learn about your child and how we can help them to settle well into Primary 1.
- Share practical information and tell you about our school ethos, curriculum, support for pupils, policies and routines.

We do not have our own nursery class. Staff work closely with parents and we contact and visit all the different pre-school settings and nurseries to plan smooth and happy transitions into Primary 1 for all our children. We share information about learning and the support that helps children to feel comfortable – friendships, likes and dislikes, interests in learning etc.

Our process of induction for P1 pupils involves:

- An induction meeting in school
- Staff visiting nurseries to share information and observe pupils
- Transition visits
- Communications from the school giving more information about the induction process at regular points in the final term (Term 4)

Transitions between stages

As we approach the end of each session, decisions are made by the Head Teacher about class composition and staff allocation for the following academic year. For several years, we have had to create composite classes (classes where there are children from more than one age group learning in the same class). In all cases, careful plans are made to meet the learning needs of the children and to ensure their wellbeing. We operate within the constraints of our building, the total number of teachers allocated to our school by Aberdeen City Council and national standards regarding the maximum number of children in each class.

The national guidelines for maximum numbers are:

P1: 25 pupils P2 & P3: 30 pupils P4 – P7: 33 pupils

Any composite class: 25 pupils

We have a ‘moving up’ day for all pupils one afternoon in late June where they visit their new classrooms and meet their new teachers. All parents are informed by Groupcall about their child’s new class and teacher. Any queries and concerns about classes should be addressed to the Head Teacher so we can work together to support all the children and their families.

Transition to secondary education

We hold meetings to share information with P7 parents about the transition to secondary school. The parents of every P7 pupil receive a letter from Aberdeen City Council informing them of the secondary school (Academy) in which their child has been allocated a place, based on their address. The zoned Academies are expecting your child to join them and they include them fully in all transition activities. Families who wish to request a place at an alternative school can put in a placing request. All placing

requests are made online at https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/school-places/apply-for-a-school-place.

Each Academy has a programme of events to help the children to become familiar with the school staff, departments and wider range of subjects available to them. Academies send handbooks and letters outlining these arrangements to families either directly to home addresses or via our school office. Almost all Academies offer opportunities for families to visit, attend information sessions and tour the schools. In June, our pupils attend induction events which vary in length between a day and a week according to the Academy. Some Academies offer enhanced transition experiences to pupils who are particularly anxious or vulnerable. Academy staff liaise with P7 teachers and the Depute Headteacher to collect information about attainment, friendship groups, strengths, achievements and interests.

Details of all Aberdeen City Academies are listed on: https://www.aberdeencity.gov.uk/Council-Services/education-childcare-and-young-people/find-a-school.

P7 teachers, specialists and promoted staff work with pupils to help them to develop the skills and attitudes for a successful transition. We encourage them to face challenges, work with different people and gain confidence to meet new people and situations. We expect them to be organised in their classwork and homework and to take responsibility for time management and meeting deadlines as well as for class resources and their personal belongings.

Enhanced / supported transitions

We work closely with children, families and partner agencies to ensure effective transitions for pupils with additional support needs. Arrangements may include early planning, the sharing of relevant information, consideration of accessibility requirements and reasonable adjustments, active involvement of parents and carers, meaningful participation of the child or young person, and multi-agency support where appropriate. Our aim is to ensure that every child experiences a smooth and successful transition at key stages of their education.

Parents who have any questions or concerns about any aspect of transition can contact the school to discuss. This can include reviewing the need for enhanced transitions, including early learning to primary, between primary stages and primary to secondary.

INFORMATION FROM ABERDEEN CITY COUNCIL

Insurance

Aberdeen City Council has asked us to inform you of the insurance position of your child while he/she is a pupil with Aberdeen City Education Authority. Parents should note that no insurance cover is held by Aberdeen City Council to provide automatic compensation to pupils or parents in the event of personal accident or death. It is the responsibility of parents to insure their children if they feel that this is appropriate. Only if injury, loss or damage arises from the negligence of the Council or its employees could a claim be accepted by the Council.

Data Collection and Sharing

Information collected through enrolment forms or provided by parents and other carers is held on the office computer systems and used within Aberdeen City Council. Parents and carers are contacted each year to check the information that is currently held.

All information is held and shared only within the terms of the Data Protection Act 2018 and GDPR Regulations. https://www.aberdeencity.gov.uk/council-services/pages/why-and-how-we-use-your-data/.

Finally, please know that you are very welcome to come to school with any queries you have. We want to work in partnership to help your child to feel happy and secure at school.

Appendix 1

St Peter's Parent Council

All parents and carers of all the children who attend St Peter's School are automatically members of our Parent Forum. At the Annual General Meeting each year, a Parent Council is elected and the Parent Council then co-opts members.

Members of the Parent Council	
Chair	Ms Lena Papadakou
Secretary	Mr Stanley Anyadioha and Mrs Patricia Nnanna
Treasurer	Mrs Jasmina Ostatek and Mrs Nnana Agwu
Co-opted members:	
Teaching staff	Rolling representation
Catholic church representative	Vacancy
Aberdeen City Councillors	
The Head Teacher, Mr Liam Sturrock, or his representative attends all meetings of the Parent Council.	

You can find out about the many different ways in which the Parent Council supports the school by chatting to any of the members, reading the minutes or coming to one of our meetings.

Appendix 2 Local Support and Information

NAME & ADDRESS	CONTACT DETAILS
Parent Learning HUB Aberdeen City Council's website created for all Aberdeen parents and carers to support learning and family wellbeing. Full of local and national contacts.	https://sites.google.com/ab-ed.org/parent-learning-hub
Aberdeen City Libraries The Children's Library is based at Central Library Rosemount Viaduct Aberdeen AB25 1GW	Tel: 01224 652500 CentralLibrary@aberdeencity.gov.uk https://www.aberdeencity.gov.uk/index.php/services/libraries-and-archives/find-my-local-library (for details of libraries in Tillydrone, Bridge of Don, Woodside and around the city)
Benefits and Advice Aberdeen City Council Customer Service Centre Ground Floor Marischal College Broad Street Aberdeen AB10 1AB	Tel: 03000 200 292 Monday to Friday, 8am to 6pm https://www.aberdeencity.gov.uk/services/benefits-and-advice
English as an Additional Language Service EAL Sunnybank School, Sunnybank Road, Aberdeen AB24 3NJ	Tel: 01224 261717 ealenquiries@aberdeencity.gov.uk http://acceal.org.uk/polish-contacts/
Parents as Early Education Partners (PEEP Team) Education and Children's Services Aberdeen City Council Deeside Family Resource Centre Girdleness Road Aberdeen AB11 8TD	Tel: 01224 248389 peep@aberdeencity.gov.uk

Appendix 3 National Contacts

Parent Club Scotland The Scottish Government have created this site for parents of children from 0-18 years – lots of guidance about benefits, behaviour, supporting learning and wellbeing, advice and signposting to organisations that can help.	
Childline	Tel: 0800 1111 www.childline.org.uk
Children in Scotland Children in Scotland is the national agency for voluntary, statutory and professional organisations and individuals working together with children and their families in Scotland.	Tel: 0131 313 2322 info@childreninscotland.org.uk www.childreninscotland.org.uk
Enquire The Scottish Advice Service for Additional Support for Learning	Tel: 0345 123 2303 info@enquire.org.uk www.enquire.org.uk
Education Scotland Denholm House Almondvale Business Park, Almondvale Way Livingstone EH54 6GA	Tel: 0141 282 5000 enquiries@educationscotland.gov.uk www.educationscotland.gov.uk
The National Parent Forum of Scotland (NPFS) Gives Parent Councils and parents opportunities to discuss and raise educational issues of mutual interest or concern at a national level. Rosebery House, 9 Haymarket Terrace, Edinburgh, EH12 5EZ	Tel 0131 313 8842 office@npfs.org.uk
Parent Zone Find out how you can support your child's education; information for parents and carers.	**Parent line Scotland** **Tel: 0800 028 2233**
Scottish Catholic Education Service	Tel: 0141 556 4727 http://sces.org.uk/
Scottish Parent Teacher Council The national organisation for parents' groups in Scottish schools.	Tel: 0131 4746199 sptc@sptc.info www.sptc.info
Useful sites for planning next steps from school: Skills Development Scotland (SDS) My world of work My Kids Career Apprenticeships Scotland	

Appendix 4 Complaints Procedure

Our school recognises the vital role that parents play in supporting their child's learning and is committed to building positive relationships with parents. No matter how strong partnerships are, or how good our policies are, sometimes things can still go wrong and there may be occasions when you as a parent wish to express unhappiness or dissatisfaction with Council services, policies or staff behaviour.

Please give us the opportunity to put things right first by contacting your child's class teacher in the first instance to seek help in resolving your concern.

Stage 1

Should you continue to be dissatisfied, you should make contact with the Head Teacher or any member of the senior leadership team by telephone, email or in person.

Stage 2

If you are not satisfied that your issue has been resolved, you can then make a complaint using the Aberdeen City Council online form: https://www.aberdeencity.gov.uk/Council-Services/have-your-say/complaints-comments-and-compliments.

You can also make a complaint in person at any council office or by contacting Aberdeen City Council Customer Feedback Team by telephone or in writing:

Customer Feedback Team
Business Hub 7
First Floor West
Marischal College
Broad Street
Aberdeen
AB10 1AB

Telephone 01224 070075

Our Customer Feedback team follows a complaint handling procedure to make sure that every complaint is handled consistently and as quickly as possible.

The Scottish Public Services Ombudsman (SPSO) is an independent body who can review complaints made to Aberdeen City Council. If you are unhappy with our response to your Stage 2, the SPSO can help.

Visit the **SPSO website** for more advice, call 0800 377 7330 (freephone) or write to: Freepost SPSO.

For more information on Aberdeen City Council's complaints handling procedure, please visit: https://www.aberdeencity.gov.uk/Council-Services/have-your-say/complaints-comments-and-compliments/complaints-handling-procedure.

Aberdeen City Council also have a child-friendly complaints process. Details of this can be found here: https://www.aberdeencity.gov.uk/Council-Services/have-your-say/complaints-comments-and-compliments/information/child-friendly-complaints. School staff will actively listen to children who wish to raise a complaint.

Appendix 5 School Policies

Our school website policy page contains up-to-date school policies, including:

- Assessment and Recording policy
- Relationships and Bullying and guidance
- Child Protection, Safeguarding and Attendance guidance and policies
- The local authority anti-weapon policy
- The local authority school attendance information leaflet for parents
- First Aid & Medicines and Health & Safety policies
- Health and Wellbeing learning policy
- Home Learning policy
- House system information and policy
- Learning and Teaching policies, including school and local authority
- Composite classes advice leaflet
- Literacy and English learning policy
- Mobile Phones / Other devices policy
- Numeracy and Mathematics learning policy
- Religious Education and Religious Observance policy
- Students and Volunteers guidance / policy
- Support for Learning guidance and policy
- Transition information

The school website also hosts other policies, documents and information, including:

- The school's Active Travel Plan
- The school's Standards and Quality Report and Improvement Plan
- Advice on the Cost of the School Day