



## **Moorfoot Primary School, Nursery Class and Garvel Deaf Centre**





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# AUTHORITY STRATEGIC STATEMENT

- Building Inverclyde through excellence, ambition and regeneration.
- Goals and Values  
Our Core values are: Respect, Honesty and Tolerance.
- Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

We strive to "Get it Right for Every Child". To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

- Safe: protected from abuse, neglect and harm by others at home, school and in the community.
- Healthy: enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.
- Achieving: have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.
- Nurtured: educated within a supportive setting.
- Active: active with opportunities and encouragement to participate in play and recreation including sport.
- Respected and responsible: involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.
- Included: have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.





**Moorfoot Primary School, Nursery Class and  
Garvel Deaf Centre  
Moorfoot Drive  
Gourock**

Telephone: 01475 715701  
Fax: 01475 715702

email: [inmoorfoot@glowscotland.onmicrosoft.com](mailto:inmoorfoot@glowscotland.onmicrosoft.com)

school website address: <http://moorfoot.inverclyde.sch.uk/>

Dear Parent

Welcome to Moorfoot Primary School, Nursery Class and Garvel Deaf Centre. We know some of you will know the school very well already and others may be getting to know us for the very first time. We hope this handbook will explain everything you need to know, or would like to know, about our wonderful "5 star school".

We pride ourselves in being a "5 star school" in everything we do. We offer an outstanding learning environment where our pupils take part in the highest quality experiences where they can flourish and grow. A recent £5m refurbishment has provided us with the most impressive learning space we could ask for. Our classrooms are spacious and bright. Corridor areas outside classrooms allow use of flexible learning space. We are extremely proud of our school which includes our very own "secret garden". Breathtaking views across the River Clyde add to the magic!

Our school and nursery class work together to create a safe community where everyone has a sense of value and belonging. Each member of staff is committed to developing pupils as successful learners, responsible citizens, confident individuals and effective contributors. We want the best for our learners, who we endeavour to equip with the skills and attributes to make the best life choices and decisions, ensuring they lead healthy and fulfilling lives.

Every learner at our school is special. We aim to "get it right for EVERY child" in our care. Each individual is encouraged to develop positive attitudes towards learning and show care and respect for themselves and other people. We would like to welcome your family into our school community and look forward to working with you and your child in the future.

Thank you

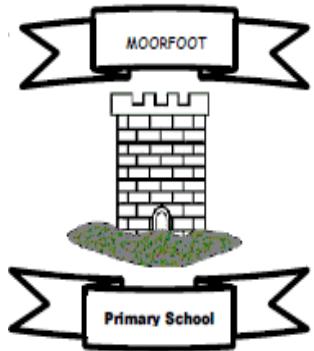
Alison Irvine

(Head Teacher)

**At the time of printing we, like all other schools across the country, have strict guidelines in place in response to the COVID19 pandemic. For this reason, there may currently be alternative procedures in place than are indicated in this handbook. If your child will be joining us in Primary 1, we will be in touch in the last term of the school session (April / May 2021) to provide further updates. For those pupils who are looking to join our school, we ask you contact our school staff who will be happy to give the most up to date information you require.**

## **SCHOOL INFORMATION:**

Moorfoot Primary School, Nursery Class and Garvel Deaf Centre  
Moorfoot Drive  
GOUROCK  
PA19 1ES  
Tel: 01475 715701  
email: [inmoorfoot@glowscotland.onmicrosoft.com](mailto:inmoorfoot@glowscotland.onmicrosoft.com)  
School Website Address: <https://blogs.glowscotland.org.uk/in/moorfootps/>  
School Twitter: @MoorfootPr



Status: Non-denominational, co-educational P1 - P7 (Primary School) & ages 3 - 5 (Nursery Class)

### **MANAGEMENT TEAM:**

Head Teacher: Mrs Alison Irvine  
Depute Head Teacher: Mrs Elyse Buchanan

Principal Teacher & Support for Learning:

### **STAFFING:**

Primary 1	Mrs Debbie Rasmussen
Primary 2/1	Miss Yvonne Paterson
Primary 2	Miss Clare Greenwood
Primary 3	Miss Caitlin Calder / Mrs Sandie Miller
Primary 4/3	Mrs Lyndsey Campbell / Miss Sophie Gray
Primary 4	Miss Kirsty McCafferty
Primary 5	Miss Emma Gordon
Primary 6/5	Miss Lisa Quigley
Primary 7/6	Mrs Elaine Waddell
Primary 7	Mrs Charlene Docherty

RCCT / Class Cover:  
Mrs Sandie Miller  
Mr Evan Phillips  
Miss Clare Walsh

Additional Support for Learning: Mrs Elyse Buchanan

### **SUPPORT STAFF:**

Senior Clerical Assistant:	Mrs Linda James
Clerical Assistants:	Mrs Helen Adamson / Mrs Jennifer Blyth
Janitor:	Mr Alan McIlroy
Classroom Assistant:	Mrs Kay Armstrong
Learning Assistants:	Mrs Getta Gilmartin / Mrs Shirley Reford
ASN Auxiliaries:	Mrs Aimee Allan / Mrs Jennifer Canning / Mrs Cheryl Carson / Mrs Ruth Coutts / Mrs Elaine McCallum / Mrs Gill Mowat / Mrs Barbara Sandison / Mrs Jennifer Scott / Mrs Debbie Sweeney
Cook in Charge:	Ms Debbie Osborne
School Chaplain:	Rev Teri Peterson
Parent Council Chairperson:	Mrs Anna McMillan
Parent Council Vice Chairperson:	Mrs Lynne Shaw

## MOORFOOT NURSERY CLASS STAFFING:

Senior Early Years Education Childcare

Officer (EYECO):

EYECO: Temp

EYECO:

EYECO:

EYECO:

Early Years Support Assistant:

Early Years Support Assistant:

Miss Louise Hampsey

Mrs Jennifer Clark

Mrs Kathryn Barnett

Mrs Laura Dorrian

Mrs Gemma Leck

Mrs Allana Morrison

Mrs Debbie McKillop

## GARVEL DEAF CENTRE STAFFING:

Principal Teacher:

Teacher:

Teacher:

Teacher:

Peripatetic Teacher:

Peripatetic Teacher:

BSL Tutor:

EYECO:

Learning Assistants:

Clerical Assistant:

Mrs Karen MacLeod

Mrs Judith Arhibald

Miss Jennifer Campbell

Miss Alison Eylan

Mr Kieran Gemmell

Mrs Joanne Pavia

Ms Denise McLaughlin

Mr Paul Tipling

Mrs Christine Cameron

Mrs Christine Anderson / Ms Ros Grant / Mrs Helen

McCartney / Mrs Irene Rowe / Mrs Linda Taylor

Mrs Agnes Sharp



## SCHOOL ROLL:

P1 - 24	P2/1 - 20	P2 - 28	P3 - 29	P4/3 - 20	P4 - 28
P5 - 29	P6/5 - 25	P7/6 - 22	P7 - 26		Total: 251

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Capacity of school: 400

School Roll: 251

## SCHOOL TIMETABLE:

School Opens	9.00am
Interval	10.45am - 11.00am
Lunch	12.30pm - 1.15pm
Close	3.00pm

## SCHOOL FACILITIES:

At our Moorfoot Drive Campus we have a large MUGA (Multi Use Games Area), a secret garden and a location overlooking views of the River Clyde.

## **MOORFOOT NURSERY CLASS**

Moorfoot Primary Nursery Class provides pre-school education for children aged 3-5 years in a safe, nurturing and motivating learning environment.

### **CURRICULUM**

We follow Curriculum for Excellence and cover experiences and outcomes relating to the Early Level. Further information and key areas of learning, are discussed further in the "Curriculum" section of our handbook.

### **ASSESSMENT AND REPORTING**

Every child has a personal profile which is record of their learning, achievements and progress within the nursery class. Staff record observations and "learning conversations" with children to validate their judgements as to the level of support and additional challenge required by each learner.

These profiles are discussed regularly with parents and at transition points and are available to be seen by parents at any time.

### **PARENT MEETINGS/ PERSONAL PLANS**

Within 28 days of your child beginning their placement at our nursery, we will work together to formulate a "Personal Plan" which will ensure we are meeting all personal, social and learning needs of the children in our care.

With your support we will meet to update these plans every 6 months at parent meetings.

### **ATTENDANCE**

As in keeping with school arrangements we ask parents to contact the school office on the morning of any absence.

### **NURSERY CLOTHING**

We encourage children to wear clothes they don't mind getting dirty!

Nursery uniform is available for those who would like to purchase but please note we are also keen to promote our school uniform bank which includes the recycling of nursery polo shirts and sweatshirts. These can be accessed throughout the year. Please speak to nursery staff or staff at the main reception.

Uniform: yellow sweatshirt and blue polo shirt

### **SNACKS**

We are a health promoting establishment and adhere to guidelines regarding Early Years Nutrition offering fruit and toast with a choice of water or milk.

It is important any allergies are relayed to staff at the earliest point. As is the case within our school, our nursery is strictly nut free zone.

### **COLLECTION FROM NURSERY**

Children should be collected by nursery by an adult over the age of 16. Please let nursery staff know if you have made alternative arrangements for your child and the adult collecting is not someone known by nursery staff.

## TRANSITIONS

We appreciate the importance of effective transitions and ensure all information from the nursery class is passed on to our Primary 1 class teachers and any P1 staff in other establishments.

Transfer to Primary School usually takes place between the ages of  $4\frac{1}{2}$  and  $5\frac{1}{2}$  although this may be negotiated in exceptional circumstances.

**Capacity of Moorfoot Nursery Class:** 30

**1140 Hours Early Learning and Childcare**

### NURSERY SESSION TIMES

Staggered entry from 8.45am – 9.30am

Staggered finish from 3.00pm – 3.30pm

From August 2020, you will be entitled to 1140 hours of funded childcare if you have a 3 or 4 year old child. This is on a pro-rata basis depending on your child's birthday and intake. In Inverclyde your child will be entitled to start the first available Monday in the month after their birthday, e.g. if your child turns three in September they will receive their funded hours from the October.

This is how Inverclyde provides 1140 hours

- Local Authority establishment increased opening hours
- Local Authority establishments extended provision to access ELC over 50 weeks per year
- Blending your hours between a childminder and a setting - 15 hours with childminder / 15 hours with a setting
- Increased providers
- Access all hours with a childminder
- Limited amount of flexible drop offs and pick ups

### **How are places allocated?**

All early learning and childcare places are allocated by using the Early Year's Admission policy. We use defined areas rather than school catchment areas and priority will always be higher for applications in the defined area of the establishments. There is no guarantee of places within any defined area. For local authority establishments the application form is set out in defined areas. If there are more applications than places available we will use the banding policy for each application and a ballot will be conducted to allocate places when required. We will always work from your choices form. If we cannot place you in your choices - we may offer you an ELC place with the availability we have from an establishment within your defined area that you may not have chosen or a model you may not have indicated on your form.

### **Nursery entry dates:**

Moorfoot Nursery Class offers sessions for children in their ante pre-school and pre-school year. Nursery application forms are available from the school office and should be returned there when completed.

Birth date	Admission Date
1 <sup>st</sup> March - 31 <sup>st</sup> August	At start of term in August and before the last day of August
September	October
October	November
November	December
December	January
January	February
February	March

## CARE INSPECTORATE

Care Inspectorate is the Scottish Commission to Regulation of Care. This organisation regularly inspects the service provided for the children who attend the nursery. Inspections can be planned or unannounced.

Care Inspectorate

Central West Region

4<sup>th</sup> Floor

No1 Smithhills Street

Paisley

PA1 1EB

Tel: 0141 843 6840



## GARVEL DEAF CENTRE



We provide support for pupils who are deaf or hearing impaired in mainstream classes. This service continues into secondary school at Clydeville Academy. Staff have very good use of BSL (British Sign Language) with many achieving Level 6 BSL



Training and some qualified as Teacher of the Deaf (TOD). All classes within our school are equipped with the Soundfield system.

A peripatetic service exists for those who remain at their own primary or secondary school within Inverclyde. Referrals can be made through the school/nursery which the child attends.

Moorfoot pupils are taught BSL from Nursery to P7. Pupils lead BSL clubs to upskill their peers. This session we have established a "BSL" club for parents on Friday afternoon, led by our BSL Tutor.



## THE SCHOOL YEAR

Session 2021- 2022



Inverclyde  
council

### FIRST TERM

In-Service Day	Monday 16 <sup>th</sup> August 2021
In-Service Day	Tuesday 17 <sup>th</sup> August 2021
Re-open to pupils	Wednesday 18 <sup>th</sup> August 2021
Close	Friday 3 <sup>rd</sup> September 2021
Local Holiday	Monday 6 <sup>th</sup> September 2021
Re-open	Tuesday 7 <sup>th</sup> September 2021
Close	Friday 8 <sup>th</sup> October 2021
In-Service Day	Monday 18 <sup>th</sup> October 2021
Pupils Return	Tuesday 19 <sup>th</sup> October 2021
Close	Wednesday 22 <sup>nd</sup> December 2021

### SECOND TERM

Re-open	Thursday 6 <sup>th</sup> January 2022
Close	Friday 11 <sup>th</sup> February 2022
Local Holidays	Monday 14 <sup>th</sup> February 2022
In-service Day	Tuesday 15 <sup>th</sup> February 2022
Pupils Return	Wednesday 16 <sup>th</sup> February 2022
Close	Thursday 17 <sup>th</sup> February 2022
	Friday 1 <sup>st</sup> April 2022

### THIRD TERM

Spring Break	Monday 4 <sup>th</sup> April 2022 to Monday 18 <sup>th</sup> April 2022 (inclusive)
Good Friday	Friday 15 <sup>th</sup> April 2022
Easter Monday	Monday 18 <sup>th</sup> April 2022
Re-open	Tuesday 19 <sup>th</sup> April 2022
May Day	Monday 2 <sup>nd</sup> May 2022
In-Service Day	Tuesday 3 <sup>rd</sup> May 2022
Pupils return	Wednesday 4 <sup>th</sup> May 2022
Close	Thursday 26 <sup>th</sup> May 2022
Local holidays	Friday 27 <sup>th</sup> May 2022
Pupils Return	Monday 30 <sup>th</sup> May 2022
Close	Friday 31 <sup>st</sup> May 2022
	Tuesday 28 <sup>th</sup> June 2022

\*Please note pupils do not attend on Staff In Service Days\*

## **CONCERNS AND COMPLAINTS**

Any concerns or complaints regarding the school/ Nursery Class or the service they provide, should be shared with the Head Teacher, in person, by letter, e-mail or telephone.

The school adheres to Inverclyde Council Complaint & Procedures Policy. All Stage 1 complaints are dealt with by the school in the first instance. We aim to resolve complaints and concerns as quickly as possible. This policy can be accessed on Inverclyde Council website "How to make a complaint".

The Head Teacher, Mrs Irvine, or Depute Head Teacher, Mrs Murray, will endeavour to respond to matters within 5 working days of a concern being raised.



## **WHAT SHOULD PARENTS/CARERS DO IF THEY WOULD LIKE TO VISIT THE SCHOOL OR NURSERY CLASS?**

If you are considering sending your child to Moorfoot Primary School or Nursery Class, you are very welcome to visit and meet with the Head Teacher.

For those pupils due to start Primary 1 in August two Induction Days are arranged in early June to give new entrants and parents the opportunity to see the school, meet with staff and other parents and children.

Please contact the School Office by telephone or email to arrange a suitable time for your visit.

# OUR SCHOOL VALUES

We are a five star school

## BEHAVIOUR and SCHOOL VALUES

With the support and co-operation of parents, we promote positive behaviour encouraging pupils to take responsibility for their own actions. The relationship between pupils and staff is enhanced by mutual respect and consideration on both sides.

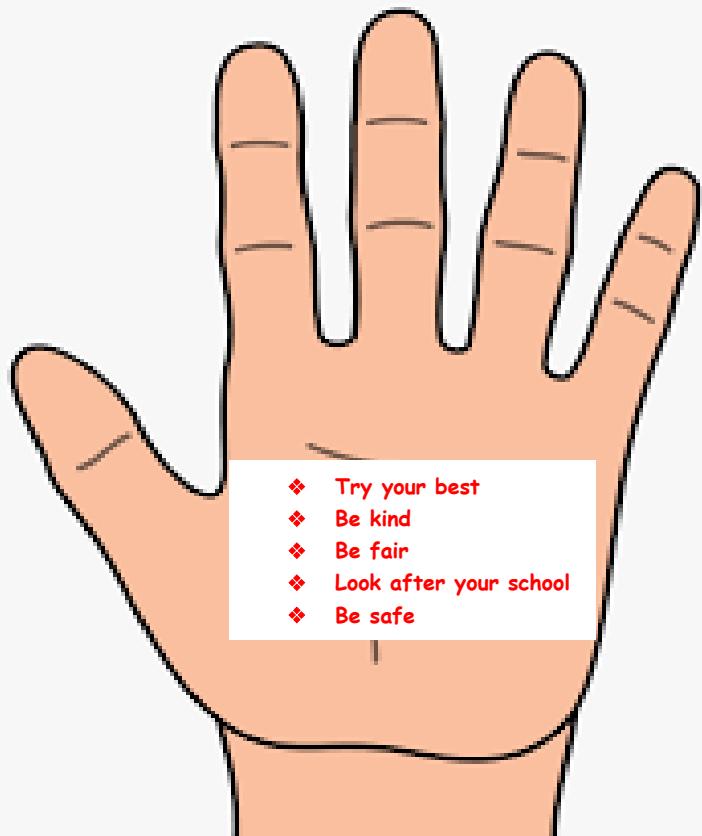
Moorfoot Primary School, Nursery Class and Garvel Deaf Centre implement the Local Authority

"Positive Relationships Positive Behaviour" Policy, a copy of which is available on our school website.

We also have our own "Five Star" Behaviour Policy which is shared and followed by all stakeholders.

We aim to develop pupils as responsible citizens and encourage our pupils to:

- Own their own behaviour
- Respect the rights of others
- Show respect and tolerance of others
- Ensure the safety of themselves and others



- ❖ Try your best
- ❖ Be kind
- ❖ Be fair
- ❖ Look after your school
- ❖ Be safe

## OUR FIVE STAR SCHOOL POLICY

Our "5 star school" Policy promotes positive behaviour. We have high expectations of our pupils and wish them to be the best they can be.

A copy of this policy can be accessed through our school website.

All members of staff ensure that pupils are motivated through stimulating and engaging learning experiences. Classroom organisation and management create a working environment which promotes caring and respectful attitudes towards others.

Parents have a vital role to play in the promotion of our school values. Parents and staff work in partnership to ensure a positive learning environment exists. We have our own 5 Star School Group.





## Celebrating Success at Moorfoot

At Moorfoot we celebrate pupils' achievements in a number of ways.

- ❖ Pupil Awards at monthly Award Assemblies
- ❖ Pupil certificates and photographs which are displayed on our "WE TRY OUR BEST" wall
- ❖ Celebrating pupil successes in our weekly newsletter, Facebook, Twitter and our school website.



## CURRICULUM FOR EXCELLENCE

The Scottish "Curriculum for Excellence" offers improved educational outcomes for all young people and provides more choices and more chances for those young people who need them. The aims of Curriculum for Excellence are that every child and young person should:

- Know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen;
- Experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work. The curriculum has a sustained focus on literacy and numeracy, which encourages an active, healthy, environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

Early level	-the pre-school years and P1 or later for some
First level	-to the end of P4, but earlier for some
Second level	-to the end of P7, but earlier for some
Third and Fourth	- S1 to S3, but earlier for some
Senior phase	-S4-S6 and college or other means of study.

We use two key resources to plan learning, teaching and assessment across all eight curriculum areas.

Experiences and outcomes are used for planning learning and teaching.

Benchmarks are used to support assessment.

Further information relating to Curriculum for Excellence, broad general education and the four capacities may be found on Education Scotland Parentzone & Skills Development website.

## LITERACY and ENGLISH

"Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity."

Curriculum for Excellence May 2009

Within the experiences and outcomes for Literacy and English there are three organisers

- reading
- writing
- listening and talking

Within these organisers there are sub-divisions.

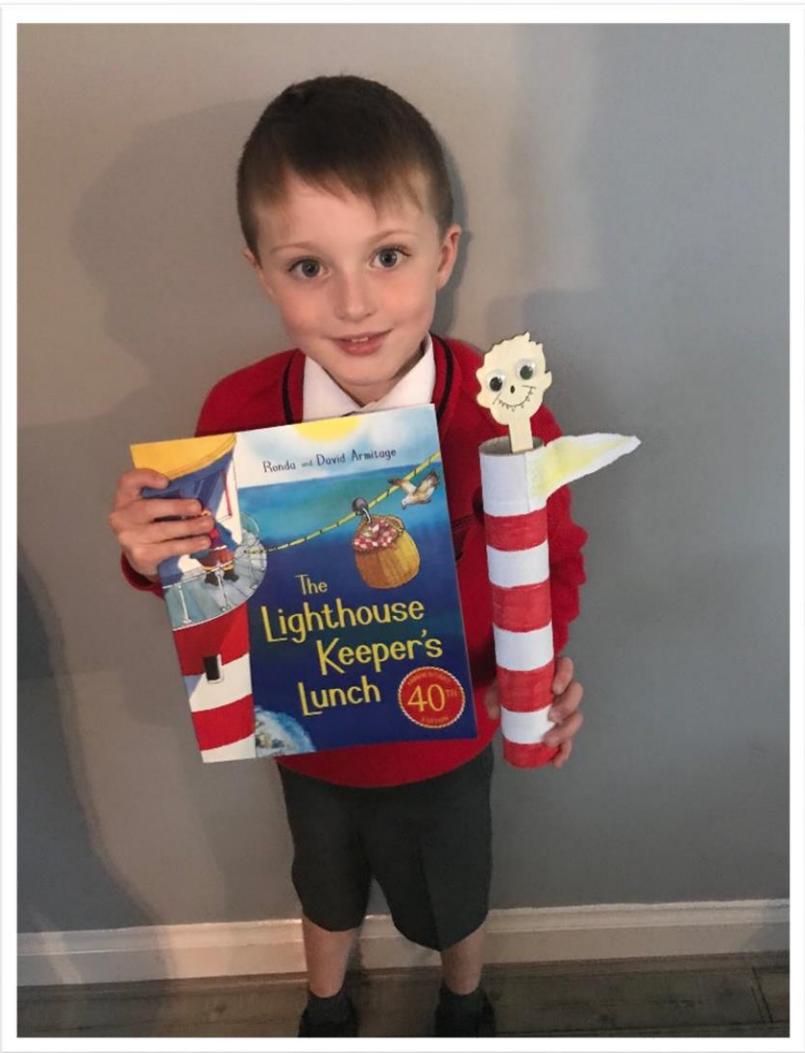
- Enjoyment and choice in listening and talking / reading / writing
- Tools for listening and talking / reading / writing
- Finding and using information in listening and talking / reading and organising and using information in writing
- Understanding, analysing and evaluating in listening and talking / reading
- Creating texts in listening and talking/ writing



Literacy and English permeate across all curriculum areas. As well as growing confidence in reading and writing skills, at all stages, children are encouraged to develop talking and listening skills. They are involved in discussion, presentations and have opportunities to report their experiences orally. Progress is shown in clarity of ideas, enhanced pupil expression and an improved awareness of others during interaction.

Our school and class library collections promote a love of language and the written word. In reading, pupils are exposed to a wide variety of "texts" including electronic texts. Phonological awareness experiences form part of the literacy programme in the Early Years to ensure solid foundations for reading and phonic skills.

Pupils' writing experiences promote skills in spelling, to write with an increasing degree of independence, improved organisation, quality of writing and audience awareness. Higher order questioning helps pupils develop their comprehension and thinking skills.

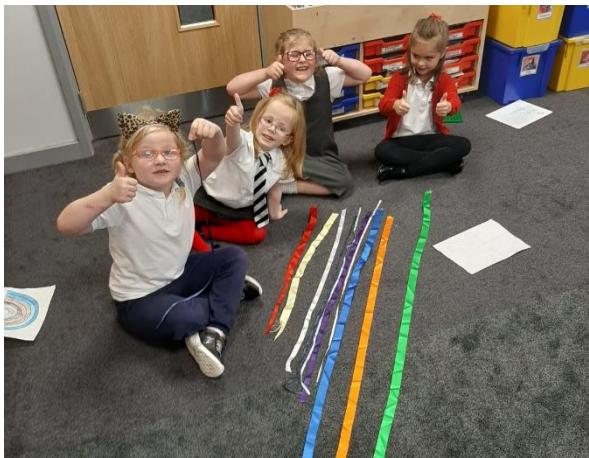


## MODERN LANGUAGES AND BSL

Children today are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens. The Scottish Government's policy, [Language Learning in Scotland: A 1+2 Approach](#), is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards. Additionally, each child should have the right to learn a second modern language from P5 onwards. The policy should be fully implemented across the country by 2020. Currently our pupils undertake learning and French with a view to the introduction of Spanish.

At our school all children from the Nursery Class to Primary 7 experience activities relating to British Sign Language.





"Being numerate helps us to function responsibly in everyday life and contribute effectively to society.

It increases our opportunities within the world of work."

Curriculum for Excellence May 2009

## NUMERACY AND MATHS

The Mathematics experiences and outcomes are structured within 3 main organisers each of which contains a number of sub-divisions.

### Number, money, measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics - its impact on the world past, present and future
- Patterns and relationships
- Expressions and equations

### Shape, position and movement

- Properties of 2D and 3D shapes
- Angle, symmetry and transformation

### Information handling

- Data and analysis
- Ideas of chance and uncertainty

Active learning opportunities are provided, to allow pupils to improve and deepen their understanding of mathematical concepts. Pupils' learning allows them to observe, explore, investigate, experiment, play, discuss and reflect. Pupils explain their thinking and demonstrate their understanding.

Pupils are encouraged to work with increasing skill and accuracy, and utilise their understanding of maths across all other curriculum areas and unfamiliar contexts.



## HEALTH AND WELLBEING

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

Curriculum for Excellence May 2009

The Health Education programmes are structured into the following organisers:

Each of these areas has specific aspects of learning which form the core of children's learning within Health and Wellbeing.



### ❖ MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELLBEING

Our school culture and ethos helps create an environment where pupils feel valued and respected. We have programmes in place to develop pupils' emotional literacy, mental wellbeing and also development of skills to empower them to keep themselves and others safe.



FIVE STEPS TO WELLBEING



## ❖ PHYSICAL ACTIVITY AND SPORT

- Physical competencies e.g. balance and control; coordination and fluency; rhythm and timing; gross and fine motor skills.
- Cognitive skills - problem solving; focus and concentration; decision making; creativity.
- Physical fitness - stamina; speed; core stability and strength; flexibility.
- Personal qualities - motivation; confidence and self-esteem; determination and resilience; responsibility and leadership; respect and tolerance; communication.

At Moorfoot a balanced programme of physical activities is offered to pupils. Pupils receive two hours of quality Physical Education each week.

- Each year P4 has a block of swimming lessons
- P7 pupils are also invited to take part in skiing tuition
- P5, P6 and P7 pupils take part in Cycling Proficiency Training
- A team from P5, P6 and P7 participate in the Inter Schools Athletics Tournament at a local Recreation Centre
- Our school teams take part in a number of tournaments throughout the session including basketball, badminton, rugby, tennis, hockey, netball and football.
- Our School Sports Days are held annually.
- A number of clubs, including after school and lunchtime clubs, operate throughout the school session including yoga, football, multi skills, netball, basketball, athletics and rugby.



## ❖ FOOD AND HEALTH

- developing an understanding of a healthy diet
- the knowledge to make healthy food choices and establish lifelong healthy eating habits
- develop an understanding of the dietary needs through different stages of life
- experience of preparing and handling food hygienically and safely
- an understanding of the impact of availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media on food choices.



## ❖ RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD

Sex and Relationship Education is an integral part of the health education programme. It focuses on the physical, emotional, moral and spiritual development of all children.

- Learners develop their social skills and their understanding of how to maintain positive relationships with a variety of people. They are aware of how thoughts, feelings, attitudes, values and beliefs influence decisions about relationships and sexual health. They understand the complex role and responsibilities of being a parent or carer.

Teachers are central to the delivery of sex education from Primary 1-7 and work in partnership with parents/carers and appropriate health professionals. Parents/carers are fully informed and consulted on the content and purpose of sex and relationship education in schools, and have the opportunity to raise concerns with school staff. On an occasion where a parent/carer wishes to exercise the right to withdraw his/her child from sex and relationship education they should discuss their concerns and alternative arrangements with school staff. (As per Inverclyde Council's policy "Sexual Health and Relationships"). Dates of delivery of Sexual Health & Relationship will be indicated to parents by email or through our weekly Newsletter.

## ❖ SUBSTANCE MISUSE

Pupils learn about a variety of medicines, alcohol, drugs, tobacco and solvents. Keeping safe and assessing risk form part of the learning. All lessons are age and stage appropriate.



### ❖ **PLANNING FOR CHOICES AND CHANGES**

Learners' experiences include raising awareness of possible future career choices, making decisions and skills for learning, life and work.

## **HEALTH PROMOTING SCHOOL**

We are a "health promoting school" with an emphasis on partnerships with the community. We are active in reflecting and responding to pupils' needs and how they can best be met.

Our Health Group has been set up to look at health issues. This group is run by pupils and Mrs Murray, Depute Head Teacher. The group also works alongside Active Schools, School Health and other members of the community who have a focus on health promotion.





## SOCIAL STUDIES

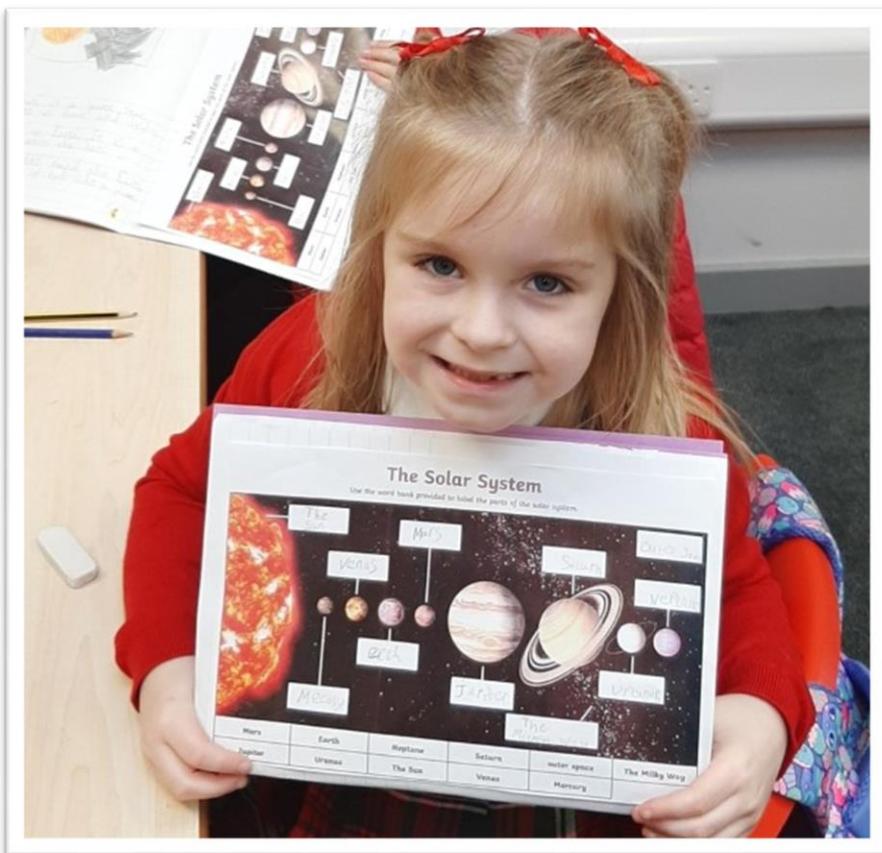
Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped."

Curriculum for Excellence May 2009

Social Studies are divided into three organisers:

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

During the school term, opportunities are sought to enhance pupils' learning through visits to places of interest to bring learning to life. A number of visitors also come to the school to meet with pupils to discuss various aspects of their studies.





## EXPRESSIVE ARTS

"The inspiration and power of the arts play a vital role to enhance (their) creative talent and develop (their) artistic skills."

Curriculum for Excellence May 2009

Within our school pupils are given numerous opportunities for their creative abilities to flourish in

- Art and design
- Dance
- Drama
- Music

In each of the organisers, opportunities are provided for pupils to

- Create
- Present
- Evaluate and appreciate

As well as classroom based learning experiences, the following are also available to pupils.

- Music: We are extremely fortunate in having the services of four visiting music specialists: Mrs Beck - Vocal tuition Mr Hutcheson - brass and Mrs McCall- violin.
- Pupils perform at School Services, Shows, and events for parents/carers throughout the year.
- We have a set of African drums and are making good use of these in learning across the curriculum.

Our school choir has over 80 children and are invited to sing at various events around Inverclyde





## SCIENCES

"Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the community."

Curriculum for Excellence May 2009

Within the Science Curriculum there are five organisers

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

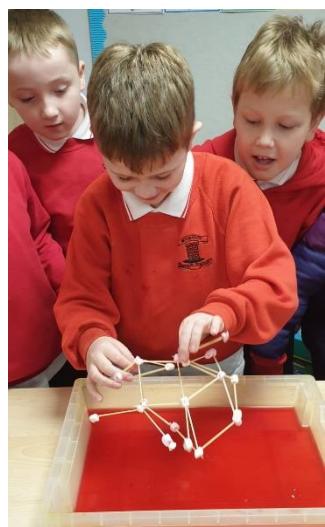
## TECHNOLOGIES

"Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens".

Curriculum for Excellence May 2009

Pupils at Moorfoot Primary School experience learning in all six organisers of the Technologies in relation to their stage and level within which they are progressing:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.



## **RELIGIOUS and MORAL EDUCATION**

"Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values"

Curriculum for Excellence May 2009

During their school life pupils will be encouraged to:

1. Recognise religion as an important expression of human experience
2. Be aware of the values, beliefs and practices of religious traditions within and beyond the Scottish Community.
3. Reflect on the diversity of Christian practice.
4. To celebrate, together as a school, the major festivals, e.g. Christmas, Easter
5. Understand the similarities and differences of other religions.
6. Involve parents and the wider communities in our assemblies.

Religious and Moral Education includes learning about Christianity and other world religions and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

Parents have the right to withdraw children from instruction or assemblies if they so wish by informing the Head Teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

## **SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES**

Assemblies are held at Moorfoot Primary School, Nursery Class and Garvel Deaf Centre. During these Assemblies pupils hear and discuss stories relating to moral or religious issues and promote of our school values. Our school chaplain, Rev Teri Peterson also leads monthly assemblies.

Award Assemblies take place monthly and are occasions when pupils' successes and achievements are celebrated.

Services are held throughout the session at the following times:

\*Harvest Service \*Christmas Service \* Easter Service \* End of Term/Leavers' Service  
Our Easter Service takes place at St. John's Church, Gourock.

## **THE EIGHT CURRICULUM AREAS and "LINKING" THE LEARNING**

As with all of the eight curriculum areas, pupils learn best when they can relate the experiences of one area of learning to another. For this reason learning and teaching at Moorfoot Primary School, Nursery Class and Garvel Deaf Centre is of a "Cross Curricular" and "Interdisciplinary" nature. There may be times, however, when particular skills or concepts may be taught discretely.

# SKILLS FOR LEARNING, LIFE AND WORK

Pupils are given opportunities to develop skills for the future. They take part in activities which promote Education for Work.



Developing the  
Young Workforce



## JOB VACANCIES

We also have our own school "Job Vacancy" Board. Pupils apply for jobs and are invited for interviews.

## PUPIL LEADERS

Pupils at our school lead sports clubs, support the whole school with road safety, deliver art and craft sessions and lead dance clubs throughout the session.

[Moorfoot Primary School and Nursery Class](#)

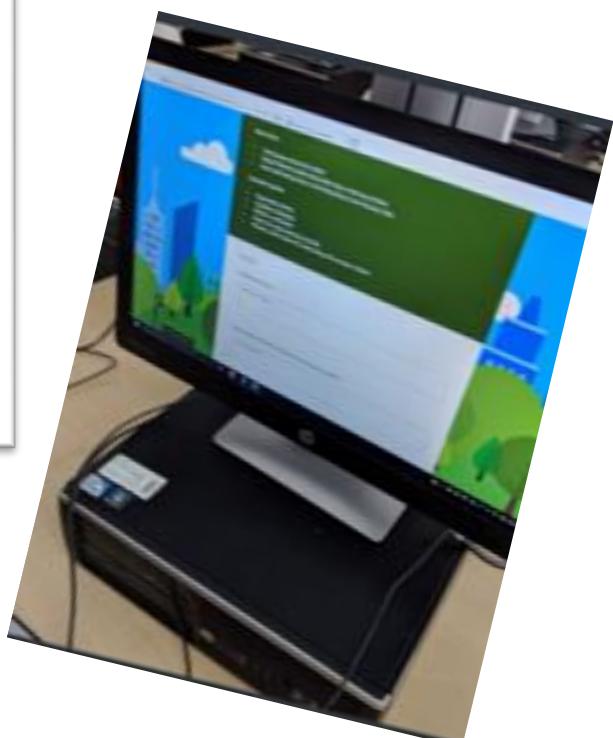
[Job Vacancy](#)

['Digital Leaders'](#)

Moorfoot Primary School is looking for Digital Leaders from Primaries 5, 6, 7.

**Main Duties**

- Teaching others - pupils, staff and parents.
- Engaging with new technologies like Microbits.
- The responsibility of supporting classes with different technologies.
- Creating and maintaining a blog.
- Creating video clips to support parents and pupils in the use of ICT at home, e.g. internet safety guidance.
- At times, you may be required to support teachers across the school.
- Support pupils in applying for school jobs "online"



## ASSESSMENT

Assessment is an integral part of the teaching and learning process.

Continuous assessment e.g. Pupils' jotter work and observation of pupils in classrooms, takes place on a daily basis. Class Teachers also identify areas which require reinforcement or consolidation. Sound assessment ensures the needs of all pupils are met and those who require more support or to experience greater challenge are catered for. Class teachers use formative assessment techniques to inform next steps in pupils' learning.



We use curriculum "Benchmarks" to support assessment. These benchmarks provide clarity on expected national standards at each level. More information can be found on the Education Scotland website.

Assessment evidence is gathered in a number of ways including

- Observing day to day learning
- Evidence of learning including tests
- Learning conversations
- Planned periodic assessment
- Information from standardised assessments

We utilise a variety of formative assessment strategies across the school. This informal, day to day assessment explores pupils' understanding of learning and pupils' next steps in learning.

- increased "wait time",
- no hands up answering
- sharing learning intentions and success criteria with pupils
- pupils co constructing success criteria
- self and peer assessment
- promotion of higher order questioning
- providing pupils with enhanced feedback

This type of assessment empowers pupils to be more active in their learning and better equipped to know how they can move forward.

## REPORTING TO PARENTS

Parents receive information on pupil progress throughout the school year:

This may take the form of telephone calls, face to face interviews or written reports.

## EQUALITIES

### The Equality Statement for Inverclyde Establishments

"Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on



any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social, and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically.

Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect".



## INCLUSION AND EQUALITY

Inverclyde Council Education Service aims to:

- Offer education of the highest quality to all young people within a developing culture of inclusion
- Endorse the principles of inclusion, entitlement and equality of opportunity, in the development of best practice
- Value the diversity of interests, qualities and abilities of every learner
- Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further develop potential within the least restrictive environment
- Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community.

In meeting the needs of all our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.



## ADDITIONAL SUPPORT FOR LEARNING

All children and young people need support to help them learn. The main sources of support in early years and in schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum, most children and young people are able to benefit appropriately from education without the need for additional support.

The definition of additional support is a wide one and it is not possible to provide an exhaustive list of all possible forms of additional support.

Each teacher has a responsibility to support the learning of all pupils in their care. The type of support offered will vary according to the needs of pupils. This includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those children whose family circumstances impact on attendance and learning.

In order to provide appropriate education for every pupil we recognise the following:

- a) the wide range of children's abilities, learning styles and barriers to learning
- b) the importance of early identification of and strategies to meet individual needs
- c) continual monitoring of progress
- d) review of teaching strategies

The school can also seek advice from external agencies, e.g. Psychological Services, School Health and Speech Therapist when necessary.

If a parent considers that his/her child requires additional support for learning and wishes to discuss the matter further they should not hesitate in contacting the Head Teacher - 01475 715701.

Parents are informed of any difficulties and are both consulted and involved at every stage in supporting the needs of their child. Parental support is of immense value in helping pupils make progress in all curricular areas.

Children who experience difficulties with their learning will receive support. There will be liaison between the class teacher, the Additional Support for Learning Teacher, the Additional Support Coordinator (Mrs Murray, Depute Head Teacher) and the Head Teacher. Our Additional Support Teacher works with pupils 2.5 days per week to remove barriers to learning and allow pupils to access the curriculum more readily.

At Moorfoot Primary, the Head Teacher and Depute Head Teacher meet regularly with teachers to discuss the needs of all pupils in the class, to monitor the ongoing progress of any children already identified as having an additional learning need and to address any new concerns relating to any pupil.

Follow up actions may involve further assessments relating to specific learning concerns or perhaps a 'Wellbeing assessment which looks closely at the whole child in terms of the GIRFEC wellbeing indicators: Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included. The outcome of these assessments will determine the best plan of action that will then be considered.

In relation to the Education (Additional Support for Learning) (Scotland) Act 2009:

(a) the authority's policy in relation to provision for additional support needs

- A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment as well as input from the Support for Learning Teacher and, on occasion, support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers and is regularly reviewed.

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

- Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps.

(c) the other opportunities available under this Act for the identification of children and young persons who:

- ❖ have additional support needs
  - Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.
- ❖ require, or would require, a co-ordinated support plan
  - Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan.  
The co-ordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.
- ❖ the role of the parents, children and young persons in the arrangements referred to in the previous paragraph
  - You have the right to ask the education authority to establish whether

your child needs a co-ordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

- ❖ the mediation services provided
- Inverclyde's mediation service can be accessed by contacting Tony McEwan, Head of Service, Head of Culture, Communities & Educational Resources at the address below
- ❖ the officer or officers of the authority from whom parents and children having additional support needs, and young person's having such needs, can obtain advice and further information about provision for such needs.

For further advice please telephone 01475 712850 or write to:

Education Services,  
Wallace Place,  
GREENOCK  
PA15 1JB

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

- [www.enquire.org.uk](http://www.enquire.org.uk)
- [www.siaa.org.uk](http://www.siaa.org.uk)
- [www.sclc.org.uk/](http://www.sclc.org.uk/)

## HOMEWORK POLICY

Homework serves a number of purposes. It allows for practice, consolidation and application of skills.

It gives pupils responsibility for their own learning and an opportunity to plan and organise their time. In addition, homework allows parents to become involved in their child's learning in reading, spelling, maths and cross curricular topics which provide relevance, challenge and enjoyment for pupils.

The following time allocations suggest guidelines as to the amount of time spent on homework at particular stages. This will obviously vary throughout the session.

P1 and 2: 20 minutes per night

P3 and 4: 20 minutes per night

P5 and 6: 20-25 minutes per night

P7: 25-30 minutes per night



## OUR SCHOOL IN THE COMMUNITY

We have numerous links with the community. Our school choir sings at a number of venues throughout the year. Our sports teams take part in many competitions and events.

Our pupils visit many local amenities, including Gourock Library and Greenock Waterfront. Learning experiences include learning about our local area.



We embrace our local community in our learning. Pupils are also active in supporting various charities including Ardgowan Hospice, Children in Need, and Jeans for Genes, Inverclyde Foodbank and McMillan Cancer Care. The Community Police are involved with pupils in a variety of ways, e.g. talking to pupils on their role in the community and encouraging them to help maintain and improve the local environment. Pupils are encouraged to look after the community in which they live e.g. community litter pickups.

School and community work together to combat vandalism. Community Wardens have visited the school to talk to pupils about ways they can keep their community safe. We have also been supported by partners who have helped enhance the school environment including the rangers from Greenock Cut Visitors Centre.

We make valuable use of the local community, local businesses and groups to enrich learning experiences for pupils. Links in recent years include: Reach for Autism, Down Syndrome Scotland, Dementia Awareness and Amazon to name but a few.

### Gourock Schools & Churches Together (GSCT)

The school is part of a group involving schools and clergy of various denominations. This partnership exists to support the wellbeing of families across Gourock.

## **BOOKING OFFICE**

Any organisation or association wishing use of the school hall or kitchen should apply to:

Booking Office  
Gamble Halls  
44 Shore Street  
GOUROCK  
PA19 1RG

Tel: 01475 213131 [bookingoffice@inverclydeleisure.com](mailto:bookingoffice@inverclydeleisure.com)

## **ATTENDANCE AT SCHOOL**

Parents should inform the school by telephone on the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter other emergency contacts if no explanation is given for the pupil's absence. This contact will be made before 10am on the first morning of an absence and early after the restart after lunch in the case of an afternoon absence. Other agencies may be contacted if no contact with the pupil's family can be achieved if there are continuing or emerging concerns about a pupil's safety or wellbeing. On return to school parents should provide a note explaining the reasons for absence.

Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, etc.

Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: i.e. approved by the authority and unauthorised: i.e. unexplained by the parent, truancy, or temporarily excluded from school.

The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication Included, Engaged and Involved -part 1:

Attendance in Scottish Schools. Every effort should be made to avoid family holidays

during term time as this both disrupts the child's education and reduced learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of nature where school-holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and school to judge when these circumstances apply and authorised absence accordingly.

The categorisation of most term-time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods. The Scottish Government has no control over the pricing decisions of holiday companies or flight operators. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher.

Clearly where an absence occurs with no explanation from the parent, the absence is unauthorised. Schools investigate unexplained absence, and Education Services has the power to write to, interview or prosecute parents, or to refer pupils to the Children's Reporter, if necessary. Young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education outwith school after 15 days of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.

## **CHILDREN ABSENT FROM SCHOOL THROUGH ILL HEALTH**

Young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education outwith school after 15 days of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.

## **EXTRA CURRICULAR ACTIVITIES**

Extra-curricular activities, e.g. athletics, cross country, football, netball, games skills, choir and drama are organised by staff pupils, parents and volunteers from the community.

In the past few years our P6 and P7 pupils have taken part in residential trips to Ardentinny and Lockerbie Manor.

Parents should note that the activities the pupils may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities. This includes jewellery worn as a result of body piercing. Physical activities include those undertaken within physical education, physical activity and sport.

We hope you will allow your child/children to participate in such events and if you would be interested in sharing your particular skills / expertise we would be delighted to hear from you. If you would like to help, please contact the school -tel. No. 01475 715701

## **SUPERVISION OF THE PLAYGROUND**

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils (Scotland) Regulations 1990. This duty is undertaken by the Senior Management Team, Janitor, Learning Assistants, ASN Auxiliaries and Classroom Assistants.

## **CLOTHING GRANT AND FREE SCHOOL MEALS**

Inverclyde Education Services Health Policies supported by the Scottish Executive publication 'Hungry for Success' encourages all schools' to continue to be Health Promoting improving health awareness, greater opportunities for physical activity and ensuring healthier school meals. Primary 1-3 pupils are entitled to free a meal daily. School meals are freshly prepared on site and a menu is available to all families at the beginning of each session and also printed for the week in our weekly newsletter. A cash cafeteria system is in operation in the Dining Hall. Those who prefer to bring packed lunches eat in the Dining Hall under the supervision of staff. Special diets are available within reason if medical evidence is supplied.

To apply for a Clothing Grant / Free School Meals your child or children must attend an Inverclyde school and you must receive one of the following:

- Income Support (IS);
- Income based Job Seeker's Allowance (JSA);
- Employment and Support Allowance (Income Related) (ESA);
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2019/20) as assessed by the HMRC;
- Parent or carer is in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earning of no more than £11,288;
- Universal credit - where your take home pay does not exceed £915, as shown on your monthly Universal Credit statement.
- An asylum seeker receiving support under Part V1 of the Immigration and Asylum Act 1999;

Please note, only one application form should be completed per family.

All children who will be in P1-4 from August 2019 are entitled to receive a free school meal. However, if you wish to apply for a Clothing Grant, an application form will still require to be completed and the appropriate household income evidence submitted. If a pupil is over the school leaving age the application for clothing Grant and Free School Meals will be processed when it is **confirmed** that the pupil has returned to school.

How can I get an application form?

Apply to the school that your child attends or, if your child is starting school, the school that your child is enrolled at. You can also apply to Customer Service Centre, Municipal Building, Clyde Square, Greenock for an application form or download from the Council's website.

An application form will be sent home with your child before the beginning of the summer holidays.

## TRANSPORT

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Offices at Wallace Place, Greenock, PA15 1JB. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

### Pick-Up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction (see above paragraph). It is the parent's responsibility to ensure that the child arrives at the pick-up point in time. It is also the parent's responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle.

Misbehaviour could result in your child losing the right to free transport.

### Placing Requests

Education Services does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with Council policy stated above.

## CLOTHING AND UNIFORM

Given that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Education & Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

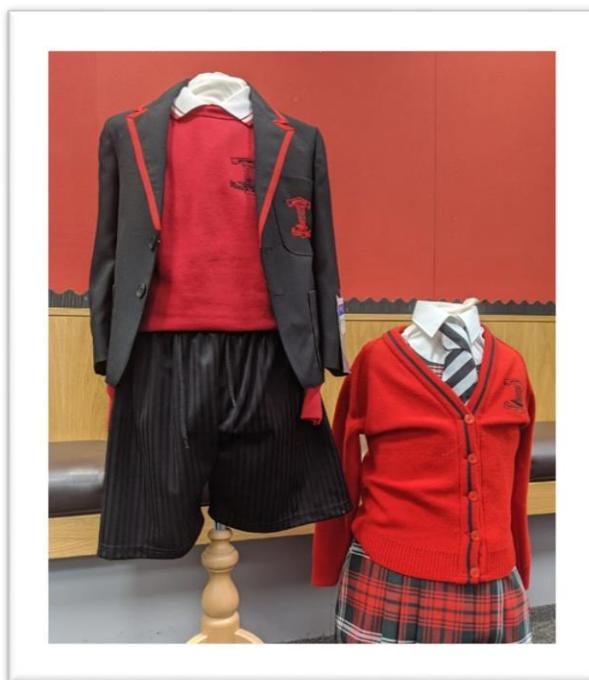
Many parents do, however, wish their child to wear uniform at Moorfoot Primary School and the items are listed below.

Grey / black pinafore or skirt / tartan pinafore / grey / black trousers

White shirt / poloshirt

School tie

Red school sweatshirt / red or grey cardigan /



Please note: The council is concerned at the level of claims being received regarding the loss of children's personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as result of body piercing.

**P.E. kit:** school polo shirt, shorts and gym shoes.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, or clothing made from flammable material for example shell suits in practical classes;
- carry advertising, particularly for alcohol or tobacco;
- and could be used to inflict damage on other pupils or be used by others to do so.

In addition jewellery such as dangling earrings and large rings could cause health and safety difficulties and it is unacceptable for such jewellery to be worn in school.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform.

## **MEDICAL AND HEALTH CARE**

Should any child take ill or be involved in an accident, first aid will be given. Immediate medical aid would be sought, or arrangements made to get the child to a hospital, should such action be necessary. From the outset contact would be made with parents/carers or emergency contacts if parents/carers could not be located. For this reason, up-to-date information regarding an emergency contact - someone who could look after your child should you be unavailable - is essential, as are up-to-date telephone numbers of parents and emergency contacts.

## **DENTAL HYGIENE**

Occasionally a dental inspection is made with the recommendations passed on to the parents. This examination would be at the discretion of parents who would be notified prior to the visit.

A programme of daily tooth brushing has been introduced for all children in the Nursery Class and also pupils in Primaries 1 and 2.

## **INFORMATION in EMERGENCIES**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties with fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch using the local authority/school website, text message, letters/notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

# CHILD PROTECTION IN INVERCLYDE

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Police Scotland, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

## TRANSITIONS

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

For some children an enhanced transition may be required and this will be identified through the Additional Support Needs process in consultation with parents.

## TRANSFER from PRIMARY SCHOOL to SECONDARY SCHOOL

Pupils transfer to their catchment secondary school at the end of Primary 7 where they will complete at least four years secondary education. Initial arrangements for this transfer will be issued to Primary 7 parents in December. Any placing requests for those living outside Clydeview Academy catchment area or for those wishing a place outwith Clydeview Academy should be made to Customer Service Centre between 3<sup>rd</sup> January and 1<sup>st</sup> February 2020.

Children in Moorfoot Primary School catchment area will transfer to:

**Clydeview Academy**  
Burnside Road  
GOUROCK  
PA19 1UX Tel No: 01475 715050

While each school in Inverclyde is managed by its own Head Teacher and Senior Staff, this school is part of a cluster of school working together to secure improvements and developments in agreed areas of priority. This cluster of school involves neighbouring Primary Schools, the associated Secondary School and Early Years establishments.

## ENROLMENT

A child who reaches his/her fifth birthday between 1<sup>st</sup> March 2020 and 28<sup>th</sup> February 2021 shall be registered in the local primary school for which they are zoned before 1<sup>st</sup> February 2021.

Dates for registration will be advertised in the local newspaper.

Parents wishing to visit the school and/or enrol their children in Moorfoot Primary School should contact Mrs Irvine, Head Teacher, or the school secretary, Mrs James, by telephone on **01475 715701** or in person at the school.

It is important parents / carers bring Birth Certificates and proof of residence e.g. Council Tax letter, utility bill etc. at the time of enrolment / registration.

If a placing request is being considered, parents are asked to inform the Head Teacher during registration at the Primary School for their catchment area.

## TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Data on each pupil is collected by schools, Inverclyde council and the Scottish Government Education Department. Data is held securely and no information on individual pupils can or could be published. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, is looked after at home or has additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. Pupil names and addresses are not passed to the Scottish Government Education Department. Postcode is the only part of your address that is transferred and these are grouped to identify specific addresses. Dates of birth are passed on as to ensure that individuals are never identified.

### Your data protection rights

The collection, transfer, processing and sharing of data is done in accordance with the General Data Protection Regulations and Data Protection Act 2018. Fuller details of the uses of pupil data can be found on at <https://www.inverclyde.gov.uk/site-basics/privacy>

The Scottish Government Education Department works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, individual data is made available to partners and academic institutions to carry out research and statistical analysis. In addition, partners may be provided with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government Education Department, which will ensure that no individual level data will be made public and that these data will not be used to take any actions in respect of an individual.

### Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, the Scottish Government Education Department, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## DATA PROTECTION ACT

### General Data Protection Regulation and Data Protection Act 2018

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation and Data Protection Act 2018.

For further information please refer to <https://www.inverclyde.gov.uk/site-basics/privacy> or click on the following: Privacy page link

# PARENTAL INVOLVEMENT / ENGAGEMENT

## Communication

The school issues weekly newsletters by email to school and nursery parents. Information includes weekly "What's On", pupils achievements, school events detailing extra-curricular clubs. The Newsletter is also available on our school website. During the current session we have plans to update our Newsletter to ensure it reaches an increased number of parents.

### Groupcall



This facility allows parents to be emailed with information relating to their child or the school.

### Twitter - @MoorfootPr



We have our own school Twitter account which is regularly updated. A number of class have their own personal Twitter pages. Class Twitter pages are closed.

### Moorfoot Learning Blog

Please access the learning Blog on

<https://blogs.glowscotland.org.uk/glowblogs/learningatmoorfootprimary/>

We post a number of helpful videos to support our parents in engaging with their child's learning. Areas covered this session include "A Guide to multiplication", "A Guide to division" and information relating to supporting Mental Health. We encourage parents to access this wealth of information and guidance.

### Family Learning

We encourage parents and grandparents to take part in learning. This session we have provided adult / child coding clubs and athletic clubs. On Friday afternoons there is also a BSL club for interested parents.

## SCHOOL IMPROVEMENT PLAN AND STANDARDS & QUALITY REPORT



The information regarding the main achievements and attainment of the school are detailed in our Standards and Quality Report which is available to view on our school website.

Plans for future improvement over the next three years are detailed in our School Improvement Plan (SIP).

The Key Messages from our S.I.P. are indicated below:

# Key Messages from our School Improvement Plan

## PRIORITY 1:

Improving attainment, particularly in literacy and numeracy.

Ensuring high quality learning, teaching and assessment.

Metacognition – developing self study skills and self regulation.

Developing online learning.

## PRIORITY 2:

Closing the attainment gap between the most and least disadvantaged children.

Meeting learners' needs / differentiation

Visible Learning.

High quality feedback.

## PRIORITY 3:

Improvement in children and young people's health and wellbeing.

HBW programme

Outdoor learning

## PRIORITY 4:

Improvement in employability skills and sustained school leaver destinations for all young people.

Developing the Young Workforce Agenda

International Education

Our school was last inspected in January 2019. Details of the report can be obtained from the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## **PARENT COUNCIL and PARENT FUNDRAISING GROUP**

Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their child's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims for help parents to be:

- Involved with their child's education and learning
- Welcomed as an active participant in the life of the school
- Encouraged to express their views on school education generally

All parents who have a child attending Moorfoot Primary School, Nursery Class & Garvel Deaf Centre are automatically members of the Parent Forum for our school. Meetings of the Parent Council are open to members of the Parent Forum. Membership of the forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents. Minutes of meetings are displayed on the Parent's Notice Board within the school.

Parental views can be represented, as appropriate, to the Head Teacher of the school, the Council and HMIE.

Elected parents will be members of the Parent Council for a period of two years, or until the parent's youngest child leaves the school or notice of resignation given. The Annual General Meeting of the Parent Council is held in September of each year.

The Act makes provision for Parent Councils to play an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on children's education and learning. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. Moorfoot Primary School, Nursery Class & Garvel Deaf Centre Parent Council meets on a monthly basis on weeknights at 7pm. These dates are intimated in the weekly newsletter. Email address: [moorfootpc@gmail.com](mailto:moorfootpc@gmail.com)

Office bearers are as follows:

Chairperson	Anna McMillan
Vice Chair	Morven McPhie
Treasurer	Russell Leitch

We also have a very active Fundraising Committee which is the fundraising branch of our Parent Council. The Fundraising Committee organises a variety of fund raising and social activities from which all pupils benefit. The Fundraising Committee is always happy for all parents to join and support their efforts by helping at their school discos, Christmas Show and other activities.

If you would like to get involved please contact the School Office who will give contact details of both groups.

Parents who are involved on a regular basis in schools should speak to the Head Teacher and consideration will be made as to whether an application for PVG (Protecting Vulnerable Groups) Registration is necessary.

**Email:** [enquiries@educationscotland.gov.scot](mailto:enquiries@educationscotland.gov.scot)



**READ, WRITE, COUNT**

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 & P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning. As well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

## **FIRST MINISTER'S READING CHALLENGE**

The First Minister's Reading Challenge is an inclusive, exciting programme for all children - fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books + set themselves reading challenges.

## **SCHOOL SECURITY**

To ensure the safety of pupils and staff when attending school, a number of security measures have been put in place including the use of a visitor's book and stickers worn by visitors when they are within school grounds. Anyone calling at school for any reason is asked to report to the school office. School staff will then make any necessary arrangements in connection with the visit to school. The school procedures in relation to anyone visiting our school are:

Ring security bell  
Report to the office  
Wait for attention from office/school staff

Visitors will then be directed /escorted to the specific area in school. Visitors will be required to sign our Visitor's Book, located in the foyer and wear a visitor sticker. When leaving the building they will be required to sign out.

Please note that the school car park is for employees and official visitors only. Parents are asked to park as safely as possible. The safety of our pupils is of paramount importance and your support in this matter is greatly appreciated. Those who have special reason may request a "parking permit" at the School Office. This will be issued at the discretion of the Head Teacher.

## **ADDRESSES**

Inverclyde Council  
Education Services  
Wallace Place  
GREENOCK  
PA15 1JB

Mr Jim Clocherty  
Convenor of Education and Lifelong Learning Committee  
Inverclyde Council  
Municipal Buildings  
Clyde Square  
GREENOCK  
PA15 1LX

Councillor R Ahlfeld,  
Councillor L Quinn and  
Councillor C McEleney  
Inverclyde Council  
Municipal Buildings  
Clyde Square  
GREENOCK  
PA15 1LX

# WHAT DO OUR PUPILS THINK ABOUT MOORFOOT PRIMARY SCHOOL, NURSERY CLASS AND GARVEL DEAF CENTRE?

I like Nursery, I can draw, make things and play with my friends.

Zara, Nursery Class

Moorfoot is really bright and colourfull!

Cara, P6

I like that everyone is friendly here.

Millie, P3

I like learning about science.

Alfie, P3

There are lovely teachers at Moorfoot.

Ruby, P3

I like to play with the bricks and build things and I love the Nursery garden.

Luke, Nursery Class

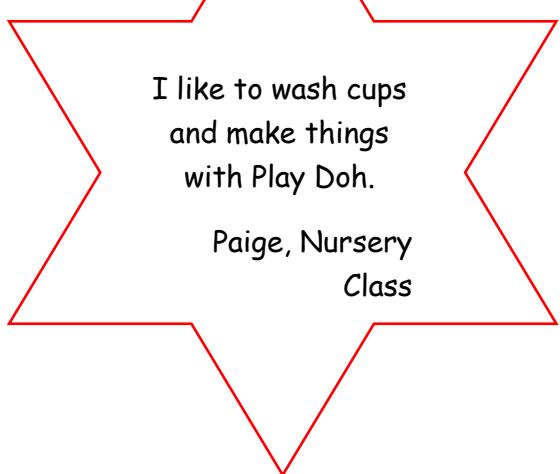
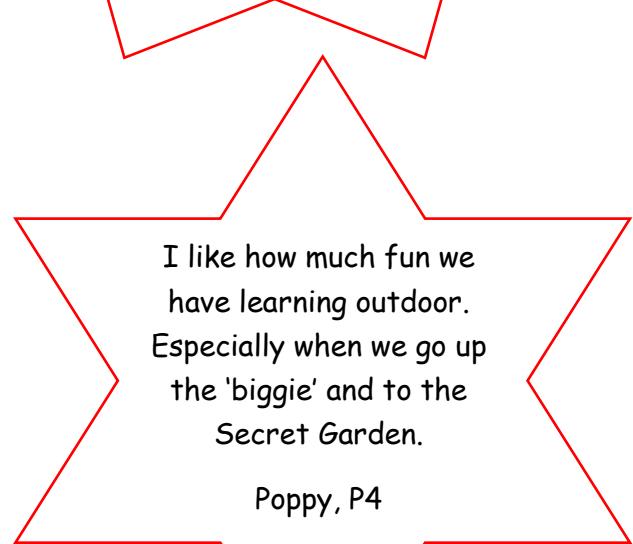
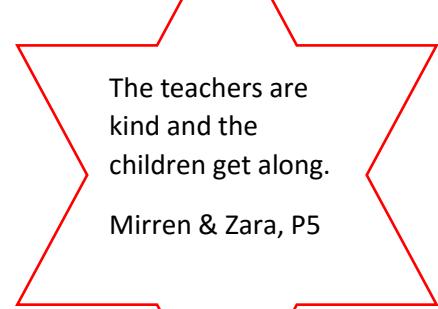
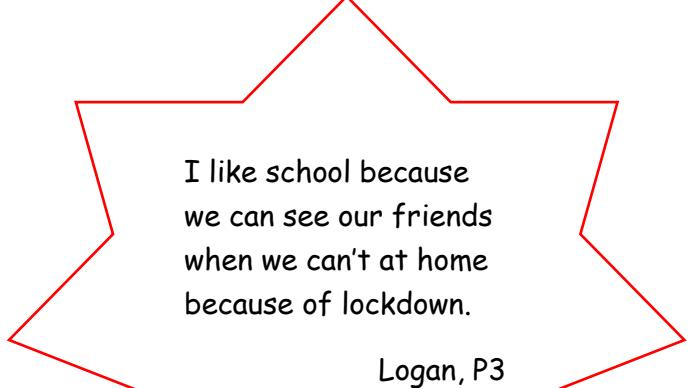
Moorfoot guarantees a good education for anyone who comes!

Charlie, P6

I like story writing and writing about imaginative things

Jamie, P3

# WHAT DO OUR PUPILS THINK ABOUT MOORFOOT PRIMARY SCHOOL, NURSERY CLASS AND GARVEL DEAF CENTRE?



We very much look forward to working with you!

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document -

- (a) before the commencement or during the course of the school year in question.
- (b) in relation to subsequent years.