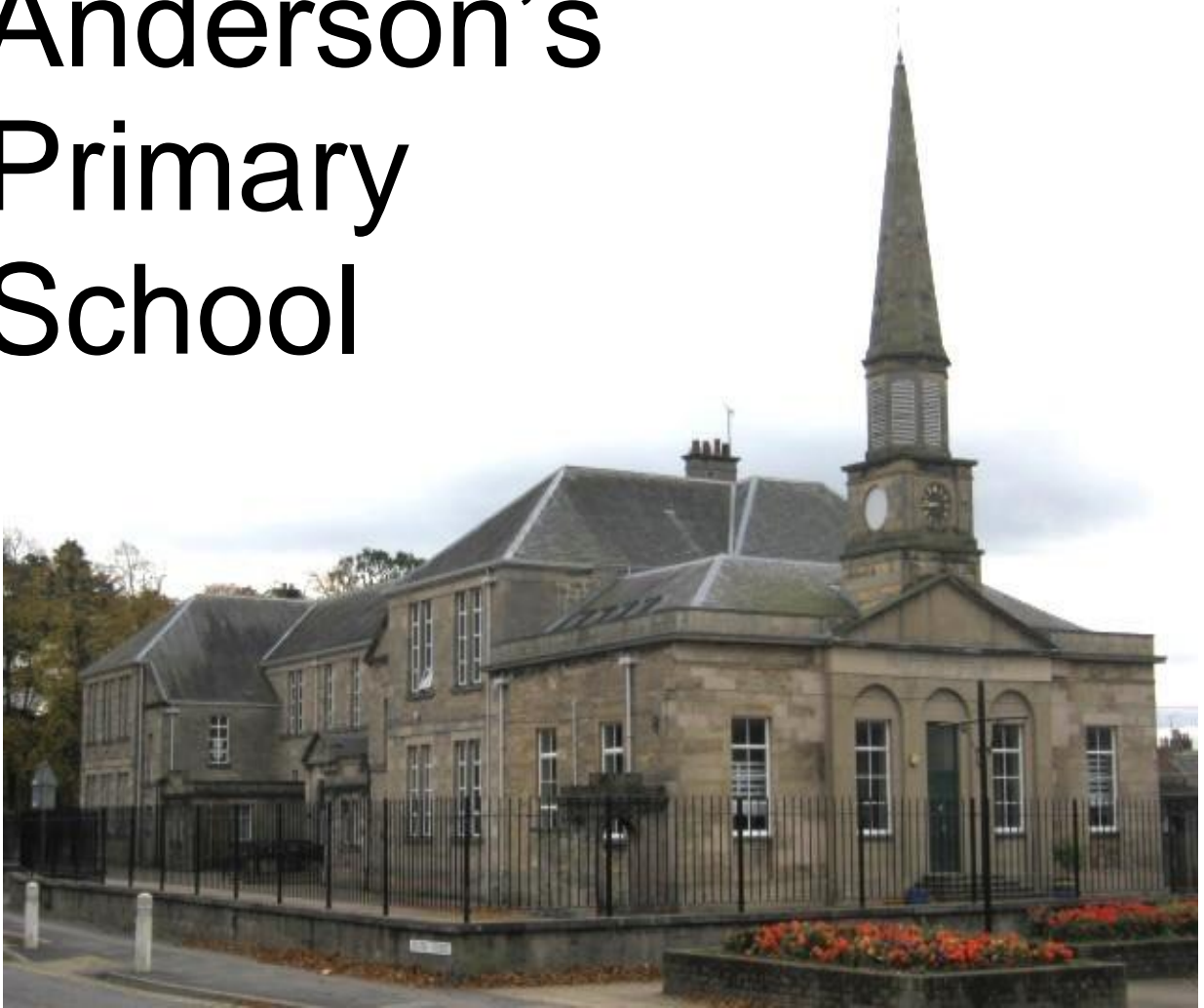
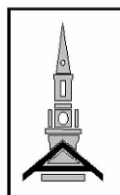


Anderson's Primary School



14 December 2019

Welcome to Anderson's Primary School



We are a Gold Level Rights Respecting School



Ambitious to Achieve Excellence *Together*

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INTRODUCTION

**Acting Head Teacher
Depute Head Teacher
School Administrators**

Mrs Sara Neil

Mrs Annerle Douglas and Mrs Carlynnne Young

Contact Details

School Telephone Number:

(01309) 672887

Email:

admin.andersonsp@moray-edunet.gov.uk

School Website:

<https://blogs.glowscotland.org.uk/my/AndersonsPrimary/>

Information Line:

0870 054 9999 - PIN 031100

Please be aware that calls to this number will be charged a 2p per minute service charge plus your call provider's access charge.

School Address

Anderson's Primary School
High Street
Forres
IV36 1DB

Moray Council Website:

www.moray.gov.uk

Opening Times

The school day is split as follows:

	Start	Finish
P1 - P3	9.00	3.20
P4 - P7	9.00	3.20

Morning Break : 10.30 - 10.50

Lunch Break: P1 – P3 12.15 - 1.15

P4 – P7 12.30 - 1.30

Office hours are 8.30am - 3.30pm. Phone calls made to school outside these hours will be picked up by the answer machine. Alternatively if it is a non-urgent message parents are encouraged to use the information line.

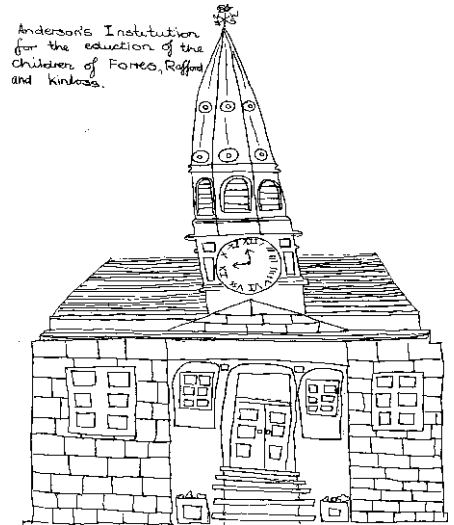


OUR SCHOOL

We are delighted that you have chosen to send your child to Anderson's Primary School and we look forward to working with you and your child to ensure a happy and successful school experience for all.

History

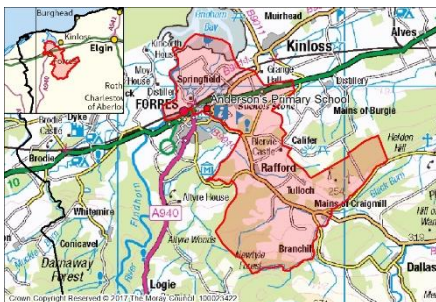
We are very proud of the history that our school holds. In 1814 Forres man Jonathan Anderson, founded Anderson's Free School on the site of Forres House Community Centre. This became Anderson's Institute and later Forres Academy. The hall/gymnasium originates from this time. The main teaching block where the classrooms are housed comprises of the original Forres Academy building of 1926. The building was then modernised in 1971 and converted for use to become the Primary School that is '**Anderson's Primary School**' today.



The school also houses a magnificent bronze plaque recording the generosity of James Dick, the renowned benefactor to all aspects of education in the North East of Scotland and donor of the funds to create the Dick Bequest. Along from the plaque a colourful Millennium Tapestry is displayed. This was designed and constructed by the parents and children of the school. Many former pupils return to view their contribution to this artwork.

Further Information

Anderson's Primary School provides an educational service to children from P1 through to P7 (4-12 years). We are a non-denominational primary school with 253 pupils at present.



The catchment area of the school stretches quite a distance (see map). Over 70% of our children choose to come to the school from outside the catchment area. It is the parents' responsibility to provide transport to and from the school in this case.

The teaching areas are housed on two floors. On the ground floor there are 3 classrooms and a gym hall. We also have a separate canteen where meals are cooked on site and served in an adjoining dining room. On the upper floor there are a further 7 classrooms, a well-equipped ICT suite and a library.

The school has a large tarmac playground with a small grassy area to the rear. This houses a variety of fixed play equipment.

Opposite the front of the school is the beautiful Grant Park with its sunken garden and adjacent to this is our large school playing field.

Schools in Scotland are staffed to a formula that relates to the school roll. Hence, the size and distribution of the classes varies each year and means that we may form composite classes. All pupils are taught in mixed ability classes.

At Anderson's we believe that primary school education is a very critical stage in a child's educational career. Therefore, as a staff, we help our children to acquire not only the basic skills in Literacy, Numeracy and Health & Wellbeing but, just as importantly, we strive to establish and foster positive attitudes and skills towards life, learning and work. We aim to create a friendly, caring community with the children being at the centre of learning and teaching.

We are all very proud of our school and of our achievements too. Anderson's Primary was one of the first schools in Moray to achieve Gold Level Rights Respecting School status. We work hard as a learning community and have fun along the way. There is a very positive ethos in our school with good relationships between all who work and learn here. This was recognised when the school received accreditation from Nurtureuk as a National Nurturing School.

SECURITY

During the school day all external doors are locked. All parents, visiting specialists, visitors or volunteers to the school must report to the school reception and sign in before proceeding further into the building. All volunteer helpers in the classrooms are required to complete a PVG (Protection of Vulnerable Groups Scheme) form. More information can be found at the school office.

No child is allowed to leave the school or playground without permission. Please inform us if your child is going home for lunch or is going to be absent for part of the day due to a medical appointment so that the appropriate arrangements for collection are made.

Each child will have a 'Named Person' in school who is the point of contact for the child, parents, professionals and the community. The Head Teacher and Depute Head are the points of contact in school.

The school also follows the Moray Child Protection Practice Guide which can be found at: <http://www.moray.gov.uk/downloads/file56162.pdf>



GIRFEC

Named Person

As part of the national **Getting it right for every child** (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to someone who can help them get the support they need. In primary schools the Head Teacher is usually the **Named Person** and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers usually become the **Named Person**. The **Named Person** will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

The **GIRFEC (Getting it right for every child)** approach aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how *safe, healthy, achieving, nurtured, active, respected, responsible and included* (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The first point of contact for each child in school is their Class Teacher. The Head Teacher or Depute Head Teacher may act as a single point of contact for children and their families at a time when support may be needed. The **Named Person Service** supports this approach; it also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact the Head Teacher or Depute Head by phone, email or alternatively a letter marked for their attention.



VISION, VALUES, RATIONALE AND AIMS

We are updating our Curriculum Rationale which will include our vision, values and aims. Please look out for questionnaires and other opportunities to help us with these developments.

At Anderson's Primary School our current school vision and values underpin the culture within our school.

School Vision: ***"Be The Best That You Can Be..."***.

School Values: **STARS**

(Self-belief, Teamwork, Achievement, Respect, Self-control)

School Rationale

Our Rationale for Learning – 'Be The Best You Can Be!'

At Anderson's Primary School, we encourage the SELF-BELIEF in all pupils to enable them to access an active education that is fun and encompasses Skills for Life Long Learning. These skills are an essential part of strong TEAMWORK and are recognised, encouraged and communicated through the sharing and celebrating of individual and group ACHIEVEMENT by all stakeholders. As we recognise the successful development and practise of skills at different levels, and through varied learning experiences identified through Curriculum for Excellence, we build RESPECT for each other, the school and the community around us. To build on the successes accomplished by all learners, children and adults, we also need to learn SELF-CONTROL. This allows us to display perseverance, resilience and the application of life skills to daily challenges that arise outside the learning environment. At Anderson's Primary School, we are all STARS!

Together with our School Aims we encourage children to reach their potential and become Responsible Citizens, Successful Learners, Confident Individuals and Effective Contributors.

School Aims:

1. To encourage every child to develop appropriate life skills and positive attitudes to learning in order to attain their highest potential.
2. To deliver a high-quality curriculum providing breadth, depth, progression, coherence, relevance, challenge and enjoyment and personalisation and choice; in accordance with national guidance.
3. To promote good relationships within the school community and to maintain a happy, purposeful and caring environment based on a sensible code of self and group discipline.



4. To encourage parents to take a positive and supportive role in the education of their child through the development of mutual respect and partnership with the school.
5. To encourage pupils to play an active part in the local community and to involve the community in the life of the school.
6. To provide a welcoming school environment which is well resourced and efficiently managed.
7. To continually review policy and practice to maintain the highest standards within the school.

We encourage pupils to be responsible and to take an active part in the school while providing a relevant context in which they can practise skills for learning, work and life through our 'Contexts for Learning' and Pupil Groups. Currently we have eleven committees: Rights Respecting School, Eco, Pupil Council, Developing the Young Workforce, Global Goals, Press, RotaKids, Kind Kids, Nature, Playground and Science (STEM). In addition we have P7 Buddies, Lunchband Distributors, gates and register helpers, Lunchtime Club leaders, as well as House Captains and Vice Captains. These involve children across all stages and we are always on the look out for parent involvement in our various pupil groups.

SCHOOL ETHOS

There is a strong ethos of working together as a community with the pupils and staff providing a friendly and approachable welcome where everyone feels valued. We work in a collegiate way with all partners to develop the school and use a variety of methods to seek their views and opinions. This may be through the Parent or Pupil Council, surveys or discussions.

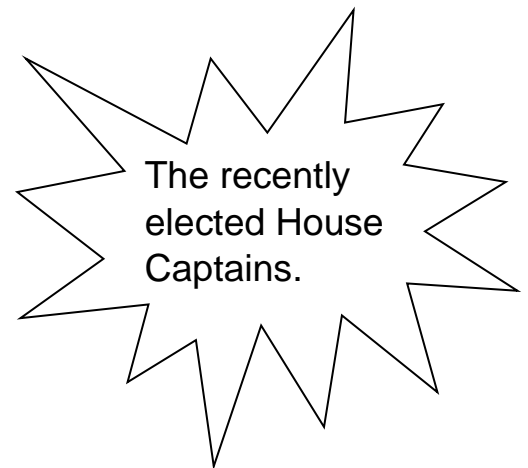
All staff are supportive of each other and motivated to develop their knowledge and skills. Self-reflection is ongoing amongst pupils and staff to facilitate personal development and leadership throughout the school. Pupils have a clear pride in Anderson's and the community and enjoy the opportunities they have to 'show case' the school to others, particularly through the local press.

Primary 7 pupils volunteer to be a 'Buddy' for a P1. It is their responsibility to assist their P1 buddy in settling into school. They are encouraged to support them throughout the school; in the playground and in the canteen.

Primary 5 and 6 pupils undertake responsibility for locking the school gates each morning and distributing lunch bands.

The emphasis on skills for learning, life and work are promoted within the school across all areas of the curriculum through our 'Contexts for Learning' while encouraging learning outdoors and responsibility for their environment. In addition, children have the opportunity to act as tellers for Forres Credit Union.





POSITIVE BEHAVIOUR

We encourage children to have a responsible and caring attitude towards others through positive reinforcement methods/strategies of 'House Points'. Each class also has a 'beastie' or marble jar. This encourages the class to work as a team to fill their jar to earn a 'class treat' such as movie and popcorn afternoon, pyjama days etc. When the class have filled their jar, they vote for the treat they have earned. Assemblies provide us with the opportunity to celebrate children's successes, which also promotes positive behaviour.

Children are expected to follow the school expectations. They are made aware that they are responsible for their own actions and we encourage them to be honest about their role in any situation, emphasising honesty is the best policy. We believe in a positive approach towards behaviour management however we also acknowledge that consequences may, at times, be necessary. Our new relational policy will have a nurture and restorative based approach.

School expectations –

Always try your best.

Respect yourself, everyone and everything.

Keep your hands feet and unkind words to yourself.

When a child's attitude or behaviour is giving cause for concern parents will be contacted to discuss possible strategies to support the pupil.

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education, Communities & Organisational Development, and the Police may also be involved.

EQUALITY

Incidences of potential equality issues and bullying will be taken very seriously. We will try to help children to resolve any issues that arise. Please contact the Named Person if there is a matter causing your child concern.

Our current RRS Anti-Bullying Policy can be found on the school website.

We believe in a positive approach towards behaviour management however we also acknowledge that consequences may, at times, be necessary. These include:

- verbal warnings, or
- withdrawal of privileges, or
- an invitation to parents/carers to discuss behaviour and agree future conditions, or
- exclusion from school

Leaflets and fuller information on Bullying, Disability Discrimination and Race Relations are available from The Moray Council by telephoning the respective number, emailing or accessing the web page on the council website. (See **Appendix A** for contact details).

ENROLMENT AND TRANSFERRING

New to school - Primary 1

Children starting school for the first time do so in August. Children are eligible for enrolment if they will be five years old before 1st March the following year. All children should be registered at their catchment school. Further information can be found on the Moray Council Website:

http://www.moray.gov.uk/moray_standard/page_52987.html

In November, posters are sent to all Forres area pre-school providers inviting parents of pre-school age children to an open afternoon. This is an opportunity for parents choosing a school to have a look around the building and meet key staff. In January posters will be displayed informing parents about enrolment dates. This information is available on the Moray Council website. Enrolment can take place online. For those families who enrol for P1 in school they will receive a copy of the school handbook, GIRFEC leaflet and school information.

Following this there then begins an extensive transition process where staff from the school meet with the various pre-school providers, the Health Visitor and your child to begin to gather information about your child's development and interests.

In May, parents are invited along to an Induction Evening about the school day, curriculum etc. At this meeting parents have an opportunity to meet their child's class



teacher. The 'new' P1 children are then invited to the school in June to spend some time with the other children who will start school with them.

When children start school in August, they attend mornings only for the first week. Parents are given a timetable in advance which details these times.

The first few weeks in a new school can be a struggle for some children, and their parents, therefore it is important that a successful start is made in building relationships and establishing clear lines of communication between home and school. For some children, an extended transition can be provided in the summer term before starting school.

Placing Requests

If you wish your child to attend a school out with your catchment area you should register at your catchment school and complete the placing request section of the form. More information can be obtained from the school office or from:

http://www.moray.gov.uk/moray_standard/page_49601.html

New Pupils

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Anderson's Primary School should telephone the school office or call in to the school reception during office hours to request an appointment to visit the school. You and your child/ren will be shown around the school building. There will also be the opportunity to visit classes at work and meet some of the teachers, adult helpers and other staff members who work at Anderson's. The Head Teacher or Depute Head Teacher will answer any questions that you or your child/ren may have.

Transfer from other schools

It is helpful if records and work from previous schools are available for your child's new teacher so that we can try to ensure that continuity of learning takes place. We also advise that children should be allowed to settle over a few weeks, unless there are major concerns, then parents can arrange to meet the teacher to discuss how the transfer has gone.

Moving on to Secondary School

At the end of Primary 7, pupils move on to their secondary education. Pupils from Anderson's Primary usually transfer to Forres Academy. There is an extensive transition programme which begins in January with enrolment and parental consent forms being completed and the opportunity to attend a Parent Information evening. In February, Guidance staff visit the school. In early June Guidance staff once again visit and pupils spend two days later in June at the Academy.

There are enhanced transition opportunities scheduled for pupils who have additional support needs or who may be vulnerable. For these pupils, extra visits are arranged and there may be a summer holiday programme available too.



The contact details for Forres Academy are:

Head Teacher:	Mrs J Sinclair
Telephone Number	01309 672271
Address	Burdsyard Road, Forres, Moray, IV36 1FG
Email	admin.forresacademy@moray-edunet.gov.uk



PROCEDURES FOR CONTACTING THE SCHOOL

The School Administrators are Mrs Annerle Douglas and Mrs Carlynnne Young. Parents can contact the Office on 01309 672887 with any enquiries or to advise the school of your child's absence. The Office is open from 8.30am until 3.30pm and messages can be left on the answer machine outside these times.

The school telephone information line can be used to leave messages or to hear about any general school information e.g. in the event of severe weather closing the school. You can use this information line to leave any non-urgent messages when the school is not open. Please be aware that calls to this number will be charged a 2p per minute service charge plus your call provider's access charge.

School Telephone Information Line

Instructions for the use of the School Telephone Information Line are below.

SEVERE WEATHER WARNING:

- Dial 0870 054 9999
- Dial in the school's PIN ~ 031100
- This will take you to the Anderson's mailbox where you will enter a menu system
- Dial 1 – to hear information about severe weather affecting the school day.
- **LEAVING A NON-URGENT MESSAGE:**
- Dial 0870 054 9999
- Dial in the school's PIN ~ 031100



- This will take you to the Anderson's mailbox where you will enter a menu system
- Dial 2 – to leave a non-urgent message
- Record your message after the tone remembering to include your child's name and class
- Press any number when you have finished.

Absence

For the safety and welfare of your child it is important that the school is informed of any absence, if possible **before 9.15 am**. Alternatively a message can be left on the school telephone information line by following the instructions above for a non-urgent message or on the answer machine. **Moray Council safety procedures require us to contact Police Scotland if we have been unable to make contact, by 10am, with anyone regarding a child's absence.**

Family Holidays During Term Time

Advice from the Scottish Government is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents need to inform the school about such holidays; each case will be considered on its merits.

Concerns and Complaints

Anderson's has an open-door policy, which means that parents are encouraged to contact the school office in order to make an appointment to speak to staff at a mutually convenient time. This appointment may not take place on the same day as the request is made. If issues remain unresolved then an appointment can be made (through the school administrator) with the Depute Head Teacher or Head Teacher.

SCHOOL IMPROVEMENT PLAN (SIP)

At Anderson's we strive to improve the educational experiences for all our pupils. The priorities we have identified for this year have been discussed with the Parent Council and are detailed in **Appendix B**.

CHILDREN'S IMPROVEMENT PLAN (ChIP) Appendix B(1)

The children were again involved in writing their ChIP. The children looked at the SIP and identified what they felt their priorities would be and identified ways they would take theses forward. The children will evaluate the ChIP each term. This information will be used to shape next year's SIP.

SCHOOL SUCCESSES OVER THE YEAR

Full details of the school's successes and achievements are available in the 'Standards & Quality Report' in **Appendix C**.

Achievements continue to be celebrated regularly through assemblies, presentation of certificates, displays throughout the school and celebration of events in local newspapers. This year we have continued to experience many successes and achievements; some of these are:

- Taking part in local sporting competitions, e.g. cross country, swimming, orienteering, football, netball, Kwik Cricket and badminton
- Taking part in non-sporting competitions, e.g. the Rotary quiz and local library quiz and summer reading challenge, Forres Flower Show
- Enjoying a week long residential trip to Abernethy focusing on outdoor education and citizenship.
- Achieving Sport Scotland Silver award
- Fundraising for charities and for in-school resources
- Achieving National Nurturing Schools status
- George Mair (our janitor) awarded for his outstanding contribution to Anderson's

A copy of the current School Improvement Plan and annual Standards and Quality Report are available from the school office. A copy of the Standards and Quality Report is sent annually to all parents. If you wish further information please contact the school.

Information on Anderson's (and other schools) performance can be obtained at:

<https://education.gov.scot/education-scotland/inspection-reports/>

CURRICULUM

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work**.

Curriculum for Excellence is not a '*one size fits all*' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence

enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and there are plans already in place for parents across the country to have access to Glow in due time.

You can also access further information about the curriculum and supporting your child on:

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

<https://education.gov.scot/parentzone/learning-in-scotland/about-the-3-18-curriculum/>

<https://education.gov.scot/parentzone/learning-at-home/>

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further studies, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

The following website page has more information on other subjects and knowledge covered by the curriculum:

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/>

Curriculum Levels

These describe the progression in learning and development of children and young people from 3-18 years. In brief, these are:

- **Early Level** - pre-school through to the end of Primary 1
- **First Level** - through to the end of Primary 4
- **Second Level** - through to the end of Primary 7
- **Third and Fourth Level** - Secondary 1-3
- **Senior Phase** - Secondary 4-6

Children and young people progress through these levels at their own pace. Naturally some children do so more quickly, or a little later than expected, dependant on individual circumstances and needs.

Experiences and Outcomes (Es and Os)

Teachers plan work appropriate to groups or individual pupils using the CfE Experiences and Outcomes. Children learn at different rates and teachers plan carefully to meet their needs, develop their skills and attitudes and ensure challenge and progression.

Each learning experience will provide the opportunity for children to learn and develop throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using interesting 'Contexts for Learning' e.g. Scotland, The Rainforest, Toys Then & Now, etc. Not only do children learn more about the context but they are continuously developing their literacy, numeracy and social/life/work skills too.

We are currently working hard to develop the children's' ability to discuss not only what knowledge and skills they have learnt but also how they learn and what their next steps will be.

Key areas of Education

Literacy across learning,

Numeracy across learning and

Health and Wellbeing across learning

Experience - describes the **learning activity** taking place.

Outcome - describes **what the learning will achieve**

e.g. knowledge, understanding, skills, awareness and attitudes.

The Seven Principles -	The Eight Curriculum Areas –
<p>all learning must take account of these principles:</p> <ul style="list-style-type: none">• Challenge and Enjoyment• Breadth• Progression• Depth• Personalisation and Choice• Coherence• Relevance <p>This is to ensure children's development is useful and meaningful</p>	<p>containing a range of subjects:</p> <ul style="list-style-type: none">• Expressive Arts Art, Drama, Music and Dance• Health & Wellbeing Personal, social and emotional health. Also P.E.• Literacy and English Communicating with others. Reading, Writing and Modern Languages• Numeracy and Mathematics Number work, Problem Solving• Religious and Moral Education Religions, values and beliefs.• Sciences Understanding our planet• Social Studies Scotland and the World; past, present and future.• Technologies Food, Design and Computing.

MORE ABOUT THE CURRICULUM

Literacy

Literacy consists of reading, writing, talking and listening. All of these are essential to other parts of the curriculum and at the heart of the childrens' learning. Through literacy they receive much of their knowledge, enabling them to communicate effectively with others for a variety of purposes. The school aims to develop in its pupils the skills necessary to read with understanding, listen attentively, talk confidently and to write fluently and legibly with accurate spelling and punctuation.

Talking and Listening

We encourage:

- clear pronunciation of words and correct grammar
- participation in group/whole class discussions
- presentations to groups/whole class/ whole school
- active listening
- valuing of others' opinions

Reading

The reading scheme is introduced in P1 alongside the Jolly Phonics programme. Children learn to build vocabulary through sound recognition and blending. Children are also given keywords to build sight vocabulary. Children are given both fiction and non-fiction books by the class teacher, as well as presented with opportunities to choose their own books from the school or Forres libraries.

Higher Order Reading skills are used to develop the understanding behind the text. Children have the opportunity to learn strategies such as predicting, summarising, questioning, clarifying, visualising, inferring etc.

Writing

The school uses a variety of resources to support the teaching of writing offering individuality, continuity and progression across the school.

Various forms of writing are undertaken in all year groups – persuasive, recount, report, imaginative, poetry – to name but a few.

Hand Writing

Letter formation is an important motor skill for all children to practise. Throughout the school children are encouraged to develop a fluent style of handwriting and apply it to all aspects of their work. Handwriting is taught across the school in a progressive manner; from letter formation to joins.

Spelling

From Primary 1, children use the Jolly Phonics programme which is a multi-sensory approach to learning sounds. This develops the spelling of CVC words (consonant, vowel, consonant i.e. cat) and progresses to more complex sounds.

From Primary 2 onwards children use Jolly Grammar for spelling and grammar. The blends and spelling rule being taught are sent home as part of the homework programme.

1+2 Languages

All these literacy skills are further developed with the introduction of French from Primary 1 with a further language being introduced at Primary 5. The availability of languages at second level depends on teacher specialism.

Numeracy

Numeracy plays an important part in everyday life and within specific contexts such as science, technology and industry. It is about solving problems not just 'doing sums', although the ability to calculate quickly is essential. We aim to develop, within children, the ability and confidence to have a high level of competence in mental calculations involving addition, subtraction, multiplication and division so that they can apply these skills in real life situations.

In Anderson's the practical activities, necessary for children to fully understand computation, will come first. We use a variety of teaching materials, textbooks, cards and computer programmes. Games and interactive activities are used to support the learning. Children need to practise orally and in written form to ensure that they can access numerical facts quickly and accurately. Mental maths is given a high priority in our school. Parental support in the learning of number bonds, tables, etc is very much appreciated.

There are three broad topics within the Numeracy curriculum:

- Number, Money and Measurement
- Shape, Position and Movement
- Information Handling – the making and interpretation of databanks, graphs, diagrams etc.



Many of these topics are met again in other curricular areas to provide children with the opportunities to practise their knowledge in a different context. Within all three of these topics there will be opportunities for the children to experience problem solving activities that encourage the practical application of mathematical knowledge and understanding.

Health & Wellbeing

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

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- experience challenge and enjoyment.
- experience positive aspects of healthy living and activity for themselves.
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- make a successful move to the next stage of education or work.
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the next generation of children.

As a staff, we are continuing to develop our Personal and Social Education programme. Through Health and Wellbeing lessons we actively encourage the children to take turns in sharing ideas and experiences, as well as displaying acceptable behaviour, courtesy and respect for all.

All children are given a variety of opportunities to work cooperatively, as part of a group, to help further develop the health and wellbeing skills.

Physical Education

At Anderson's we aim to promote a positive attitude towards physical and outdoor education. Our visiting specialist teacher of P.E. (teaches two days a week at Anderson's) teachers and outside agencies, such as Active Schools, provide a wealth of opportunities to encourage all children to experience a variety of sports. As well as following the national recommendation of 2 hours of P.E. a week we also offer additional opportunities such as Morning Mile, Monday Mile Club, Netball Club etc.



Religious and Moral Education

At Anderson's we help the children to develop an understanding that the world is made up of people who have a variety of faiths and beliefs.

Christianity and Other World Religions are taught so that pupils learn about

- Beliefs
- Values and Issues
- Practices and Traditions

Teachers also include religious and moral education within interdisciplinary work and through this teach the concept of understanding and tolerance towards all people.

Parents are entitled to withdraw their children from R.E. lessons if they so desire. To make these arrangements please forward a letter to the Head Teacher stating your reason for this request.

Expressive Arts

- Art and Design
- Drama
- Music
- Dance

Expressive Arts encourages children to be creative, while providing them with opportunities to explore different media. We have a visiting specialist teacher who comes to Anderson's weekly. All children benefit from specialised teaching in Music.

Technologies

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning. These are:

- Digital literacy
- Technological developments in society and business
- Computing science
- Food and textile technology
- Craft, design, engineering and graphics

Moray school networks are provided for pupils to do school-related work, including research and communication with others. For internet access, parental permission is required, and is part of the enrolment paperwork.


Varied Learning Methods



The Curriculum for Excellence encourages the use of different approaches to learning in schools; developing learners' skills, knowledge and understanding in more depth.

At Anderson's the children will be presented with opportunities to learn using a variety of different teaching methods. These are examples of how

children learn:

- **Using Technologies** – find, research, communicate, create and present
 - **Active Learning** – engaging with the learning task, whether mentally or physically rather than being a passive learner and simply completing a task. Active Learning is an essential part of school life. It provides opportunities for children to explore, discuss and share their learning and ideas with others. Encouraging a mindset of curiosity helps them to learn and rethink concepts of the world around them.
- 
- **Cooperative Learning** – encouraging learners to discuss their ideas and solve problems together to gain a deeper understanding.
 - **Interdisciplinary Learning** – using links between different curricular areas to reinforce and deepen understanding.
 - **Learning Outdoors** – using the local community and surrounding environment. Grant Park opposite our school provides a wonderful environment in which to promote learning outdoors. Learning outdoors forms an integral part of our curriculum.
 - **Personalisation and Choice** – children are encouraged to plan their learning with the class teacher so that they have ownership of what they learn. This provides strong motivation and engagement of our learners as well as giving them a deeper insight into what they are learning and why they are learning it.

Skills

The CfE emphasises the development of **skills** for learning, life and work. These are wide ranging and include:

- **Problem Solving**
- **Decision Making**
- **Critical Thinking**
- **Creative Thinking**
- **Communication**
- **Organisation**
- **Management**
- **Leadership**

Assessment

At Anderson's assessment is the cornerstone of good teaching and learning and it is important that information about children's progress is collected systematically and used to inform the next steps in the learning process.

Teachers assess all aspects of the curriculum and personal development on a daily basis as they observe, question, listen and correct work. We assess to identify the strengths and areas for development for each child in order to improve their attainment. Effective assessment can ensure that teaching and learning experiences are matched to the needs of all children and that this information is used to plan for the next stage of development.

Pupils are actively encouraged to assess their own work and that of their peers, identifying their next steps and developing their skills to become independent learners.

More formal assessments include:

- Scottish National Standardised Assessments – these online system assessments are taken by all children in P1, P4 and P7 across Scotland and used to monitor attainment at what for most children will be the end of Early, First and Second Level of the Curriculum for Excellence.

Reporting

At the start of each session parents are given a list of holiday dates. Whole school newsletters are sent out on a monthly basis and class newsletters are sent out once a term. These newsletters and regular updates on the school website help to keep parents informed about what is happening across the school and individual classes.

We also have Parents' Evening, Open Afternoons, Meet the Teacher, Class Assemblies and Curriculum Events throughout the year when parents are invited into school to discuss their child's progress, find out more about the tasks and activities which the children have been undertaking and meet the team. In addition to this, parents will receive a Settling In Report, Snapshot of My Learning and Annual Report.

In September a Meet the Teacher event takes place giving each parent the opportunity to visit their child's new class and teacher and to say hello.

The annual written report is sent home in June. Reports are currently being changed in line with the expectations of the Curriculum for Excellence. Parents will be kept up-to-date on developments.

Throughout the year, parents may be invited in to school to discuss their child's progress. Parents can also request a meeting. These appointments are made at a time convenient to both parent and class teacher.

Support for Learning/Additional Needs

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, are experiencing difficulties. When a child has been identified as requiring additional support, parents will be notified and in some cases invited to come in to school to discuss the matter with the Named Person, or SfL teacher. A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. There may be a need for a formalised Learner Profile and Strategies (LPS) to be written detailing what strategies and supports will be put in place in the classroom. Some children may then have an IEP (Individual Education Plan that sits within the LPS) devised for them. Both the LPS and IEP will be discussed with the child and with parents. They will be evaluated and updated on a regular basis. Staff also work in partnership with other agencies e.g. Speech & Language Therapy, Educational Psychology.

The Support for Learning teacher may work with a child, or group of children, in the classroom. If children prefer support may be given out with the classroom setting. Sometimes children are withdrawn from class for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer term requirement.

We also appreciate that some pupils will exceed expectations and need to be further challenged in their learning. These needs will normally be met by the Classroom Teacher, but occasionally the Support for Learning Teacher may work with individual pupils or small groups to extend their learning.

If you have any concerns please contact your child's class teacher.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010 and more information can be found on The Moray Council's website regarding this and the council's provision for additional support needs in Moray. There are also internet links to other potentially useful organisations via The Moray Council's website. Please refer to **Appendix A** for how to access this.

Information on *GIRFEC* ("Getting it Right for Every Child") is available at:
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Enquire – the Scottish advice service for additional support for learning

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

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk Enquire provides a range of clear and easy-to-read guides and factsheets including the parents' guide to additional support for learning.



Parental Involvement Opportunities

We aim to communicate effectively with parents and to work in partnership with you. We ask that you, as parents, take an active interest in all that your child does and support us in maintaining the high standards set by the school. Your support with outdoors/school excursions etc is always appreciated. We have a number of community volunteers who regularly help in school. A PVG is required and guidance is given. If you have any spare time to 'donate' to the school please contact the school office.

Parent Consultations

At Anderson's we value the opinions of our parents and members of the community. We consult with the parent body or a sample of people when making important changes in the school and when revising policies.

We have a "Working Together" wall directly as you enter the school. We use this to help us gain your views to enhance our self-evaluation. Please take time to tell us what we're doing well and/or make suggestions to help us improve.

Homework

Homework is given each week and we actively encourage parents to support their child's learning at home by allowing time to complete this in an environment that is free from distractions. This is also a great opportunity to have a learning conversation with your child. Please feel free to add any comments you have about their learning when you sign their reading record or homework diary. A copy of our homework guidelines can be found on the school website.

Open Afternoons/Class Assemblies

We offer open afternoons for parents to celebrate their child's learning and achievements. In addition, each class puts on an assembly to showcase an area of their learning to which parents are invited.

Curriculum Information Sessions

At various times of the year, and in accordance with the School Improvement Plan, the school or Parent Council holds explanatory sessions on different aspects of the school, for example active learning, Rights Respecting Schools and internet safety.

Other opportunities to share information

Class Teachers may share information and pictures as well as send messages using Class Dojo. A Twitter account has been launched, we have a school Website and Facebook page and our school's YouTube channel to further showcase the children's learning. Children also upload information on how, not just what, they learn – we hope that parents may find this both informative and helpful.

EXTRA CURRICULAR INFORMATION

A number of extra-curricular activities are available to pupils. These include:

Badminton



Glee Club



Football

Drama



Gardening



Cross Country

Instrumental
Tuition



Netball



Monday Mile

The type of activities on offer very much depends on staff and parent expertise. Parental help is always welcome.

PARENT ORGANISATIONS

Parent Council

The aim of our Parent Council is to enhance the co-operation and partnership which already exists between parents, staff, the Education Authority and the wider community. This group is often asked by the Head Teacher to consult on new policy documents, the School Improvement Plan, issues of safety, self-evaluation etc.

Activities & Fundraising Group

This group is a sub-committee of the Parent Council and exists primarily to support the school. It organises many fun fundraising events such as school discos, the Christmas Fayre and the Summer Sausage Sizzle and encourages all parents to involve themselves with the life of the school.

General School Volunteers

We warmly welcome parents, grandparents and members of the local community as helpers in classes, in the library, on school trips, or at sporting events. This enables us to foster the home and school link and to broaden the curriculum. Anyone wishing to help in the classrooms and library must have a PVG. If you would like to volunteer to help in the school please contact the school office.

Further Information for Parents and Carers

Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education, Communities & Organisational Development, or the Moray Council Internet site www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

Please see **Appendix A** at the rear of this handbook for information on links to The Moray Council's internet site web pages.

SCHOOL AND THE WIDER COMMUNITY

At Anderson's we are committed to incorporating the local community into our learning with regular visits to the library, local shops and businesses, learning outdoors and encouraging visitors to the school.

Assemblies

Whole school assemblies are held weekly led by the Head Teacher / Depute HT. Our school chaplain, Jon Mackenzie, also leads regular assemblies. We use our assemblies to promote the beliefs and values of the school as well as to celebrate the



successes and achievements of the children. Whilst providing a multi-faith education, Minister led assemblies are Christian based. Parents are invited to join in with the annual class assemblies and they are also invited along to the Christmas service at St. Leonard's Church.

At the end of the school session our P7 pupils plan and lead a special 'Moving On' assembly. During this we celebrate their efforts and achievements as they prepare to move into secondary education.

Fundraising

Fundraising activities in a variety of forms take place throughout the year. We try to take part in a national events such as Children in Need, Red Nose Day and/or Sport Relief. We recognise that not everyone can afford to support these causes and we try to minimise any costs involved.

Competition

We believe that, properly handled, competition is a good way of promoting and enhancing appropriate standards of behaviour and attitude. It is also good preparation for the real world.

Every child is allocated to a house – Nelson, Sueno, Macbeth. They all have opportunities to contribute towards the points system for house initiatives.

Pupils also participate in local competitions – Rotary Quiz, Library Quiz, Maths Challenge, summer Reading Challenge etc.

SCHOOL LIFE SNAPS



Daily
mile



Community

Engaging
with
practical
science



Playground fun



Caring for our
environment



Active
listening



SCHOOL UNIFORM

Anderson's pupils are encouraged to wear school uniform. Visitors to the school have commented on how smart the pupils are in uniform and pupils have commented on how proud they are to wear it.

School uniform consists of:

- Navy sweatshirt, jumper or cardigan
- White shirt or polo shirt
- Grey skirt or trousers (casual and sportswear such as jeans, jogging pants and hoodies are not considered uniform)
- Sensible shoes.
- Summer dress in blue and white check or stripe (optional)

Sweatshirts, embroidered with the school crest, are available to order from the school office.

Please name/label all items of clothing, lunchboxes, school bags etc. The AFG have a supplier of labels – pick up a leaflet from the office.

The school operates a house system and it would be helpful if pupils could have a t-shirt in their house colours.

SUENO - RED
MACBETH - YELLOW
NELSON – BLUE

P.E. kit

Children should have an indoor and outdoor PE kit with them in school. These are sent home regularly for washing.

Indoor kit:

- Blue/black shorts
- Plain House colour t-shirt (no logos, patterns etc)
- Non-marking plimsolls/trainers
-

Outdoor kit –

- T shirt
- Sweatshirt
- Tracksuit bottoms/joggers
- Trainers
- Spare socks



School requirements for new infants coming to school:

- PE kits
- School bag (large enough to carry everything plus a book bag which they will receive from the school)
- Lunch box if required
- Water bottle

You can apply for a clothing grant for your child if you are receiving benefits.

For further information please refer to section 7 of the “Notes for Parents and Carers” booklet. http://www.moray.gov.uk/moray_standard/page_47236.html

WATER BOTTLES

In the interests of health and wellbeing, pupils are encouraged to bring a full water bottle to school with plain water in. They will have access to their water bottle throughout the school day. There are drinking water taps available to top up bottles if required. Please ensure that your child’s water bottle is named.

VALUABLES AND LOST PROPERTY

Any money or valuables which a child may have to bring to school should be sent in a secure purse or envelope and, if necessary, be given to the class teacher for safe keeping. Mobile phones should be switched off and handed to the class teacher at the beginning of the day. Watches and jewellery should not be worn on days allocated for PE or other sports. The school cannot be held responsible for clothing, valuables, toys, electronics etc that may be lost, stolen or damaged.

Parents should ensure that all items of clothing and footwear are clearly labelled or marked with their child’s name. Any item found on school property will be retained in school until the end of the current term, after which it will be bagged up and sent to charity in the ‘rag-bag’ collection. Monies from this collection are used to support the school eg. repair and replacement of small playground equipment.

SCHOOL MEALS

All schools in Moray provide a wide range of healthy food in their menus from the National Initiative ‘Hungry for Success’ menu choices. These meet the Scottish Nutrient Standards for School Lunches and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision.

Free school meals are offered to all P1-3 pupils. School meals for P4-7 are available at the current charge of £2.30 per meal. Meals can be paid for through Ipay or in the canteen at the beginning of each school day. In cases of emergencies or sudden alterations of plans, meals will be provided. These can be paid for afterwards. Provision is made in the school for the consumption of packed lunches. Lunches are



ordered at the start of each day – menus are online – please discuss with your child beforehand to ease the process.

You can apply for free school meals for your child (P4-7) if you are receiving benefits. For further information please refer to section 7 of the “Notes for Parents and Carers” booklet. http://www.moray.gov.uk/moray_standard/page_47236.html

A letter will be issued to parents if a number of unpaid lunches accumulate.

SCHOOL TRANSPORT

All primary and secondary pupils who live more than two miles from their catchment school are provided with free transport. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to two miles as appropriate. Application forms for free transport are available from the school office.

The transport operator for our school is ‘Mundole Coaches and Taxis’ for pupils from Rafford, Waterford, Hillhead and Easter Lawrenceton.



SCHOOL TERM DATES

A list of school term dates is available on the internet and can also be found in Appendix D.

http://www.moray.gov.uk/moray_standard/page_55829.html

HEALTH AND SAFETY

Allergies

At Anderson’s Primary School we have pupils with severe allergies (anaphylaxis) and in the event of an allergic reaction will require the administration of an Epipen/Jext pen containing adrenaline. For this reason we are a nut free school and ask your support in not sending any nut based products to school for snack or packed lunch. The Moray Council operates a nut free policy in all their school kitchens.

Accidents in School

If your child is unfortunate enough to have an accident in or around school the following steps are taken:

- When the injury is minor, first aid is given in the school and the child is returned to class.

- All head bumps are recorded and parents are informed by a letter sent home with your child.
- When the accident is serious, and it is felt that professional aid is required, we will contact the parent immediately. The child can then be taken to the Health Centre by the parent. If the parent cannot be contacted quickly, a member of staff will take the child.
- In an emergency, an ambulance will be called. In most cases the child will be taken to Dr Gray's. Again the parent will be contacted as quickly as possible.
- We will try to contact parents by telephone, to allow them to be present with their child as soon as possible. It is most important that we can contact parents at home or at work. If this is not possible, the emergency contacts will be used.
- Medical advice will be followed.
- Remember that children involved in a nasty accident usually suffer some degree of shock and need the comfort of parental presence.

NOTE: IT IS EXTREMELY IMPORTANT THAT YOU KEEP YOUR EMERGENCY CONTACT NUMBERS UP TO DATE.

Administration of Medicine

A copy of the guidance document "Supporting Pupils with Medical Needs in School including the Administration of Medicines" is available from school.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

Please also refer to section 8 of the "Notes for Parents & Carers" booklet.

http://www.moray.gov.uk/moray_standard/page_47236.html

Head Lice Guidelines

Parents are responsible for:

- Making sure that all family members know about good hair care, including regular thorough combing.
- Being vigilant for the signs of early infection (e.g. louse casts and faeces on the pillow).



- Regular (weekly) detection combing, on wet hair with a louse detector comb is recommended.
- Using lotions according to the instructions.
- Contact tracing – telling all close contacts of infected members of the family.
- Inform the school if any school-age child is found to have lice.

Parents should consult their health visitor or school nurse for further advice or for confirmation of the diagnosis.

Privacy Statement

The information contained within this handbook is correct at the time of publication, and is updated annually. The handbook has been prepared by the Head Teacher, and follows guidelines set out by Moray Council.

Data Protection Act

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018. The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified.

The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice.

More information is available on the Moray Council Internet site at:

http://www.moray.gov.uk/moray_standard/page_75569.html

Notes for Parents and carers booklet:

Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education, Communities & Organisational Development, or the Moray Council Internet site www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.



APPENDIX A

Moray Council
Education, Communities & Organisational Development

Address: Council Office, High Street, Elgin IV30 1

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 15/10/2019

Moray Council A-Z

Active Schools	Telephone:	01343 563890
	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Website:	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance	Telephone:	01343 563374

and Absence	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccesssteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	childrensaccesssteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Moray Council A-Z		
Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html

Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Racial Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html

School Vision/Values: To build a world of our own, a place for all to share. Underpinned by sustainability, human rights, a strong sense of community and being aspirational				
School Priority 1: Improving classroom standards				
NIF Priority: Improvement in attainment particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children.			HGIOS?4 QI: 1.1, 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2	
NIF Driver: Teacher professionalism, Assessment of Children's progress			Moray Priority: Learning and Teaching, Raising Attainment and Achievement	
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Numeracy: Familiarise staff with Numeracy passports. Inform and engage parents re passports. Whole school uses passports. Familiarise staff with Northern Alliance Num progression. Whole school uses NA Num progression. Familiarise P1 staff with SEAL Num training. P1 and P1/2 staff implement SEAL numeracy. Familiarise P6 and P7 with Number Talks. P6 and P7 teachers implement Number Talks Literacy: Extend cross stage paired reading	5% increased attainment in Num by June 2020	June	SMT	ACEL data
	20% increase in home learning engagement in P1 and P2	Dec	SMT	SFL data
	Improvement in mental agility through challenge passport.	Aug	All Staff	Pupil focus group
		Aug ongoing	SMT	Parent focus group
	Increased enthusiasm- learners can challenge themselves to progress faster.	Oct	All Teaching Staff	Classroom visits
		Nov ongoing	Mrs Tulloch	SNSA
	Children more aware of the next steps in their learning.	Oct	P1 and P1/2 staff	Moray Tracker data
		Nov ongoing	Miss Jardine	Teacher assessments
	Improvement in mental maths skills in P1 and P2	Jan ongoing	P6 and P7 staff	Teacher planning
	Improvement in mental maths skills in P6 and P7.	Feb	Mrs Oates, CTs	TPJ
	3% improved attainment in Lit by June 2020	June 2020	SMT	PC feedback
	Increased engagement with			Home learning questionnaire

<p>Info sessions for parents re paired reading. Extend story/rhyme sacks and parent info sessions Engage with Emergent Literacy training Implement Emergent Literacy strategies Use in First Ministers Reading Challenge to further develop Higher Order Reading Strategies</p> <p>Use Moray Tracker in Literacy and Numeracy</p>	<p>reading and fun through peer support. Increased home learning participation Better foundation to build lit skills both phonics and writing Children experience fun and challenging reading opportunity. Children use variety of strategies to aid comprehension.</p>	<p>Feb June (2019 ongoing)</p> <p>Aug ongoing</p> <p>Sep ongoing</p> <p>Sep ongoing</p>	<p>SMT SFL and P1 teachers</p> <p>SfL and P1 teachers</p> <p>All teachers</p> <p>QIO support, all staff, SMT oversee</p>	
Evidence to support reduced bureaucracy/workload of teachers: Standing item on staff meeting agenda, change to WTA, adapted planning documents				

School Priority 2: Extend the Development of Learner Skills for Learning, Life and Work				
Nif Priority: Improvement in employability skills and sustained positive school leaver destinations for all young people.		HGIOS?4 QI: 1.2, 1.3, 2.2, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3		
Nif Driver: School Leadership, Parental Engagement		Moray Priority: Leadership at all levels, Supporting Learners		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Further raise staff awareness of Career Education Standards	Children more aware of possible career opportunities	Nov ongoing	Miss Mackenzie, SMT	Classroom observations
Further raise awareness of Moray Skills Pathway with parents	Children more aware of their skills development and what they need to improve	Jan ongoing	Miss Mackenzie, SMT	Displays
Increase use of digital	Parents more able to engage in children's skills development	Jan ongoing	All staff	Pupil focus groups
				Class teacher plans
				Parental focus group
				PC feedback
				Children's annual report

<p>communication to engage and involve families</p> <p>Include skills development in home learning activities</p> <p>All P5-7 classes use My world of Work prolife</p> <p>Further embed contact with all 8 sectors to ensure experiences and entitlements</p> <p>Raise profile of STEM</p> <p>Further embed the teaching of skills through all curricular areas</p> <p>Social Enterprise</p>	<p>Children more engaged/involved in their learning</p> <p>Children experience all eight employments sectors</p> <p>Engaged in real life social context for enterprise</p>	<p>Dec ongoing</p> <p>Aug ongoing</p> <p>Aug ongoing</p> <p>Aug ongoing</p> <p>Aug ongoing</p> <p>Aug ongoing</p>	<p>All staff</p> <p>P5-7 staff</p> <p>CTs supported by Miss Mackenzie</p> <p>Mr Troon</p> <p>All staff</p> <p>TBC</p>	<p>Teacher annual reports</p> <p>Moray Skills Pathway evidence file</p> <p>My World of Work profiles</p> <p>Social Enterprise outcomes</p>
<p>Evidence to support reduced bureaucracy/workload of teachers: standing item on staff meeting agenda, change to WTA, joined class working/events, better use of timetabled support staff, P5-7 online profiling.</p>				

School Priority 3: Relational School				
Nif Priority: Improvement in Children and Young People's Health and Well-being.		HGIOS?4 QI: 1.3, 1.4, 2.1, 2.3, 2.4, 2.7, 3.1, 3.2		
Nif Driver: School Improvement, Performance Information.		Moray Priority: Curriculum, Self-Evaluation for Self-Improvement		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Renew curriculum rationale</p> <p>Formulate restorative policy</p> <p>Continue National Nurturing School programme:</p>	<p>More involved in their learning</p> <p>Children's voice heard and they feel empowered</p> <p>Agreed restorative behaviour</p>	<p>Sep – Jan</p> <p>Jan – April</p> <p>Aug ongoing</p>	<p>SMT</p> <p>PT</p> <p>All Staff</p>	<p>New curriculum rationale in place</p> <p>Restorative (behaviour) policy in place</p>

Further inform parents nurture principles Staff training on Zones of Regulation Staff training re restorative and solution orientated approaches Staff use restorative and solution orientated approaches Peer mediation training for staff Peer mediation training for children Peer mediation in place across school	policy in place that they feel is fair, equitable and agreed by all. Improved behaviour leading to better learning Improved mental health and wellbeing Improved attainment	Aug ongoing Sep –TBC Sep ongoing Sep ongoing Feb March ongoing	PT Ed Psyc PT All staff DHT Support Staff TBC P6 and P7	Community focus group Pupil focus group Cause for Concern tracker Tracking and monitoring meetings SFL data Classroom observations Boxall profiles Counsellor feedback Children's reports PC feedback
Evidence to support reduced bureaucracy/workload of teachers: Standing item on staff meeting agenda, change to WTA, increased sharing of planning, ideas and resources.				

Appendix B1

Anderson's Primary School ChIP 2019-20

(Children's Improvement plan)

School Vision/Values: To build a world of our own a place for all to share. Underpinned by sustainability, human rights, a strong sense of community and being aspirational.

School Priority 1: Trying Our Best

Children's Priority: Fun lessons/work

HGIOS?4 QI:

Children's Driver: Incredible Improvement Ideas

UNICEF: Article 1,2,4,6,12,13,15,17,23,29,31

Actions	Ideas	Timescales	Responsible	How will we know we did it?
<ul style="list-style-type: none"> We set at Maths and Literacy target at least every term We traffic light our work and check it with our target at least once a week Everyone tries harder to work with other people and classmates. We talk to our families about our homework and do our best with homework. We challenge ourselves to 'travel a lot' with our maths passports 	<p>Have a personal learning target for lit and Num</p> <p>Check our work against our target to check progress</p> <p>Have group/team work activities in class.</p> <p>Show our families our homework and do it on time</p> <p>Try to get to as many places as we can</p>	<p>Sep ongoing</p> <p>Sep ongoing</p> <p>All year</p> <p>All year</p> <p>All year</p>	<p>Children and teachers</p> <p>Children and teachers</p> <p>Children</p> <p>Children and families</p> <p>Children but families and support staff can help</p>	<p>Learning logs</p> <p>Work in jotters had traffic light on it</p> <p>Ask people if they are trying harder</p> <p>Have a tick box for homework to say we have chatted about our work</p> <p>Children have lots of countries on their passports</p>

School Priority 2: Super Skilled Students				
Children's Priority: Make our skills better		HGIOS?4 QI:		
Children's Driver: Everybody needs skills		UNICEF: 1,12,13,17, 23, 28, 29, 42		
Actions	Ideas	Timescales	Responsible	How will we know we did it?
<ul style="list-style-type: none"> We can tell our parents that skills for work are very important and that we can do lots already We will talk more about/ tell others about our skills and how we could use them in a job We can practice/ work on our skills with other classes/stages We will talk about our skills homework to help our parents know about the skills. 	Discuss the 'world of work' with our parents	August and after	Everybody and The DYW committee	Have a skills chart to tick off at home.
	DYW committee ask people about their skills and have a showcase assembly of children who do work/jobs in school	Everyday	All of the children	Record showcase assemblies
	More paired reading More paired outdoor learning	October and after	All of us in school and the and teachers	Check skills on my world of work profiles
	Homework includes one skill/world of work task a week	Every homework week from Aug	Teachers All of the children (and the parents have to talk back too)	

School Priority 3: Really Relational and Respectful				
Children's Priority: Be kind		HGIOS?4 QI:		
Children's Driver: To make you less stressed and happier		UNICEF: 1,2,3,4,6,12,13,15,16,17,19,21,23,24,28,31		
Actions	Ideas	Timescales	Responsible	How will we know we did it?
<ul style="list-style-type: none"> Always try our best to be kind to others Go for Gold Sport Scotland Award Tell parents about our Relational School work Make new behaviour expectations/rules/policy Make new curriculum poster (rationale) Children solve own disagreements 	<p>Don't judge others, include people, listen and do what we are asked to do</p> <p>Try really hard at sports /team games.</p> <p>Invite parents to our relational schools assemblies/class talks</p> <p>Have a children focus group to get ideas</p> <p>Have a children focus group to get ideas</p> <ul style="list-style-type: none"> Ask peer mediators to help before asking and adult 	<p>Aug and always</p> <p>Always</p> <p>At different times all year</p> <p>Sep and afterwards</p> <p>Sep and after</p> <p>After peer mediator training</p>	<p>All the children and teachers can remind us</p> <p>Children, Teachers and PE teacher and Active Schools</p> <p>Children</p> <p>Children and teachers to help</p> <p>Children and teachers to help and committees</p> <p>Children and support staff</p>	<p>Ask people if they have kept the school rules and been kind</p> <p>Compete in sport events/competitions</p> <p>Film the relational school assemblies/class talks</p> <p>Minutes/notes from focus group meetings</p> <p>New policy and curriculum rationale in place</p> <p>Less check in charts needed</p>



Context of the School: After consultation this session our vision and values are: to build a world of our own, a place for all to share, underpinned by sustainability, human rights, a strong sense of community and being aspirational and our SIP and ChIP support our aims of making our vision a reality for our children.

Anderson's Primary School was awarded Rights Respecting School Gold status, in December 2018 and the National Nurturing School Accreditation in May 2019 and has been instrumental in supporting other schools. We will apply for the Gold Sports Scotland award in June 2019. Anderson's is a vibrant, fun, learning environment where everyone is valued and supported in achieving their aims. It has been an educational establishment since 1829.

We currently have a role of 255 children, with more than 70% of our children attending through a placing request. We have a physical capacity of 357 and a functional capacity of 299.

We have 10 classes. Learning and Teaching is well supported by the careful timetabling of 4 Pupil Support Assistants, 2 Classroom Assistants, 1 General Assistant, 2 Primary School Administrators and 4 Pupil Equity Funded (PEF) Support Assistants. Not all support staff are employed on a full time basis.

The Senior Management Team consists of a Head Teacher and a Depute Head Teacher. The DHT has a teaching commitment of 0.2FT. We also have a full time Support For Learning teacher who was successful at a recent interview and will also be our Principal Teacher next session.

We have no Looked After and Accommodated Children (recently moved) in school and there have been no exclusions this session.

We have 34 children who receive additional funding through Pupil Equity Funding. There are 4 for whom English is an additional language; all four children receive weekly support from an English as an Additional Language teacher. We also have 6 children who benefit from Exceptional Support Funding. 3 children currently have Individual Educational Programme and a further 8 children have a learner profile and strategies plan in place. All IEP and LPS reviews clearly show progress is being made. Individual support by the Support for Learning teacher is given to 3 children for Literacy and none individually for Numeracy. Additional Literacy support is given, on a needs basis, to approximately 38 children with 39 children receiving Numeracy support in small groups- these figures change on a regular basis depending on need, progress, concept etc. Support delivered by the SFL teacher is reinforced by class teachers and support assistants. Class Teachers are fully aware of, and involved in, the setting of educational targets and support strategies and consolidate these through different curricular areas across the week. Mrs Neil, DHT is the Named Person for P1-P3 and Ms Mooney, HT is the Named Person for P4 – P7. The school has an active Parent Council that has supported the school in self-evaluation as well as SIP and policy development. The Activities and Fundraising Group is a subgroup of the PC who continue to provide social activities for the children, and school community, and raise funds to support school developments; with our new Oasis room and playground development a focus this session.

The school is situated in a picturesque part of Forres, directly opposite the award winning Grant Park. The park is an ideal location for learning outdoors and is used well by staff. Our location also allows us easy access for regularly supplementing lessons by using the local library, park, swimming pool, community centre and local shops and businesses etc. The catchment area comprises of social and private housing and includes children from rural areas to the south of Forres.

School Priority 1: Rights Respecting Schools	
<p>NIF Priority: Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver: School leadership, Teacher professionalism, Parental engagement, School Improvement</p>	<p>HGIOS?4 QIs</p> <p>QI: 1.2,1.5, 2.1, 2.2, 2.4, 2.5, 2.7,3.1, 3.3</p>
	<p><u>Moray Priorities</u></p> <p>Attainment and Achievement , Leadership At All Levels, Supporting Learners</p>
<p>Progress and impact: All SIP Actions have been achieved with the exception of using HGIOS4 with a parent focus group. RRS Gold award had been achieved. Children, parents, partner agencies and community all note a respectful ethos within the school. Achievement of a level data shows attainment is rising.</p>	
<p>Next steps: Further embed RRS and continue with RRS inspection action points – be RRS ambassadors, campaign for change, continue charters</p>	

School Priority 2: Values and Curriculum Design	
<p>Nif Priority: Improvement in attainment, particularly in Literacy and Numeracy</p> <p>Nif Driver: Teacher Professionalism, Parental Engagement School Improvement, Performance Info</p>	<p>HGIOS?4 QI: QI 1.1,1.2,1.3,2.2, 2.3,2.7, 3.3</p>
	<p>Moray Priority: Curriculum, Learning and Teaching, Self-Evaluation For Self-Improvement</p>
<p>Progress and impact: Our new vision values and aims are in place. The early stage and secondary experience curriculum is fully embedded and can be seen in teacher planning. Increased home learning in literacy and numeracy (infants) is in place as is increased cross stage working for both children and staff. The planning format has changed to tackle bureaucracy and new tracking and monitoring termly meetings are in place. The Working Time Agreement enabled increased moderation with a benchmark focus. Data shows increased attainment in all areas for P1, P4 and P7 (except a slight dip in numeracy at P4), with literacy increasing at a faster rate.</p>	
<p>Next steps: Revisit Curriculum Rational, Increase family learning and engagement opportunities, upskill staff in Literacy and Numeracy pedagogy Use Highland maths progression, implement maths passports and SEAL teaching. Engage with the Emergent literacy programme.</p>	

School Priority 3: Developing the Young Workforce	
Nif Priority: Improvement in employability skills and sustained positive school leaver destinations for all young people. Closing the attainment gap between the most and least disadvantaged children	HGIOS?4 QI: QI 1.2, 1.5, 2.2, 2.5, 2.7, 3.1, 3.2, 3.3
Nif Driver: School Leadership, Parental Engagement, Ass of children's progress, Sch Improvement	Moray Priority: Leadership At All Levels, Attainment And Achievement, Supporting learners
<p>Progress and impact:</p> <p>All staff are aware of and teach skills in all curricula areas. Most children can talk about their skills and link this to other curricular areas and the world of work- evidenced in classroom visit feedback. Children have had regular opportunities for to interact with a variety of DYW sectors and there has been increased opportunities for children to develop leadership within school. A DYW week is planned (next week), supported well by parents, community and employers from all 8 sectors. P6 and P6/7 are using my world of work profiles to record their skills development. DYW skills development is reported on annual reports, by both children and teachers. There has been increased networking of staff and employers.</p> <p>Next steps:</p> <p>Further raise awareness of DYW with parents. All P5-7 classes use My world of Work prolife. Further embed contact with all 8 sectors to ensure experiences and entitlements. Raise profile of STEM.</p>	

School Priority 4: Relational School	
Nif Priority: Improvement in children and young people's health and wellbeing	HGIOS?4 QI: QI 1.3, 1.4, 2.3,2.4, 2.7,3.1, 3.2
Nif Driver: School Leadership, School Improvement, Teacher professionalism, Assessment of Children's progress, Performance Information	Moray Priority: Curriculum , Supporting Learners
<p>Progress and impact: Most SIP actions have been achieved. Stakeholders note a nurturing ethos within the school. Attainment is rising, evidenced by ACEL data. The school received its National Nurturing School Accreditation this month.</p> <p>Next steps: provide staff training re zones of regulation, solution oriented approaches, restorative approaches and mediation. Provide training for children in peer mediation and restorative approaches. Consult all stakeholders re new Relational School Policy.</p>	

Term Dates 2020/21

Summer Holidays	School closes	Thursday 2 nd July 2020
	Staff only	Monday 17 th Aug 2020
	School re-opens	Tuesday 18 th Aug 2020
October Break	School closes	Friday 9 th Oct 2020
	School re-opens	Monday 26 th Oct 2020
In-service Days	School closed	Monday 11 th Nov 2019
	School closed	Tuesday 12 th Nov 2019
Christmas Holidays	School closes	Friday 18 th Dec 2020
	School re-opens	Monday 4 th Jan 2021
Half-term Break	School Closed	Friday 5 th Feb 2021
	School Closed	Monday 8 th Feb 2021
Easter Holidays	School Closes	Friday 26 th Mar 2021
	School Re-opens	Monday 12 th Apr 2021
May Day Break	School Closed	Friday tbc
	School Closed	Monday 3 rd May 2021
In-service Days	School Closed	Thursday 13 th May 2021
	School Closed	Friday 14 th May 2021
Summer Holidays	School closes	Friday 2 nd Jul 2021

Appendix E

OUR STAFF AT ANDERSON'S

Mrs S Neil	Acting Head Teacher
Mrs W Tulloch	Class Teacher
Mrs L Thomson	Class Teacher
Mrs S Clark	Class Teacher
Miss L Mackenzie	Class Teacher
Miss C Webster	Class Teacher
Mr A Charles-McKeating	Class Teacher
Mrs F Hughes	Class Teacher
Mrs A Nelmes	Class Teacher
Mr A Troon	Class Teacher
Miss S Jardine	Class Teacher
Mr N Sleaford	Class Teacher
Mrs C Waddington	Class Teacher
Mrs A Treffry	NCCT Teacher
Mr G Johnstone	SFL Teacher and Principal Teacher
Mr T Custodio	PE Specialist
Mrs L Norman	Music Specialist
Mrs A Douglas	Primary School Administrator
Mrs C Young	Primary School Administrator
Mrs L Newlands	Support Staff
Mrs J Prentice	Support Staff
Mrs R Oates	Support Staff
Mrs M Taylor	Support Staff
Mrs C McLeman	Support Staff
Mrs K Speed	Support Staff
Mrs A Clark	Classroom Assistant
Mrs K Noble	Classroom Assistant
Miss J Cannell	Classroom Assistant
Mrs D McGhee	Classroom Assistant
Mrs L Taylor	Classroom Assistant
Mrs S Paton	Playground Supervisor
Mrs M McInnes	Lunchtime Assistant

APPENDIX F – School handbook

Standard privacy statement for school websites and handbooks

Anderson's Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect include:-

- **Data about our pupils/children and their families**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens

- **Data about pupils/children at school/within ELC setting**

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best

- **Data about when and where they go after they leave us**

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life. We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins [Insert School/ELC setting Name] and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Anderson's Primary School

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the Moray Council's Information Management webpages.

Sharing personal data to support Wellbeing

In addition to the above, Anderson's Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Education, Communities & Organisational Development-

Our vision:- Ambitious to Achieve Excellence Together

Our aims:-

- Ensuring people's outcomes remain at the heart of what we do
- Ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self evaluation and continuous improvement