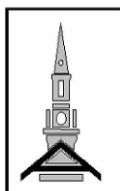




Welcome to Anderson's Primary School



2023 – 2024
Published 8th December 2023



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INTRODUCTION

Head Teacher Mrs Sara Neil
Depute Head Teacher Mr Iain Lunan
School Administrators Mrs Annerle Douglas and Mrs Carlyne 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: Education, Communities & Organisational Development.
01343 563374. www.moray.gov.uk

The information contained within this Handbook is correct at the time of publication and is updated annually.

For alternative formats, languages or further information, please ask an English speaking friend or relative to:

Phone: 01343 563319

Email: equalopportunities@moray.gov.uk

Write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX

Opening Times

The school day is split as follows:

	Start	Finish
P1 - P7	9.00am	3.20pm

Morning Break : 10.30am - 10.50am

Lunch Break: P1 – P2 12.15pm - 1.15pm
P3 – P7 12.30pm - 1.30pm

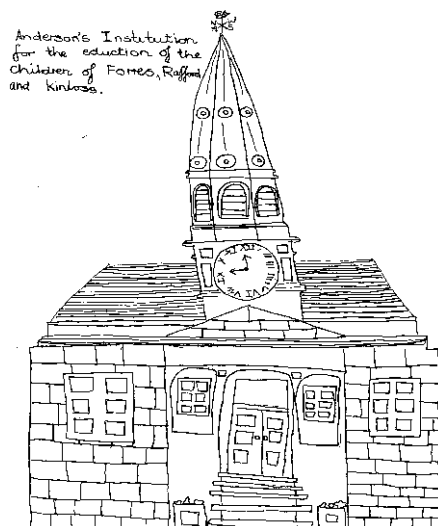
Office hours are 8.30am - 3.30pm. Phone calls made to school outside these hours will be picked up by the answer machine. Alternatively, if it is a non-urgent message parents are encouraged to use the information line.

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

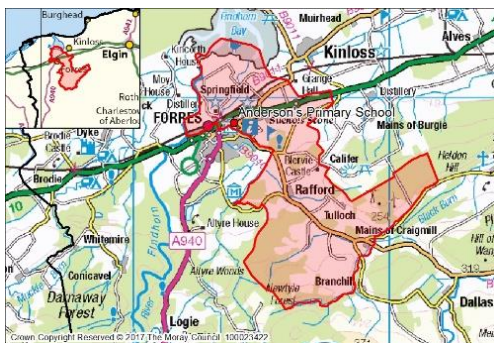
We are very proud of the history that our school holds. In 1814 Forres man Jonathan Anderson, founded Anderson's Free School on the site of Forres House Community Centre. This became Anderson's Institute and later Forres Academy. The hall/gymnasium originates from this time. The main teaching block where 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.



A colourful Millennium Tapestry is displayed on the main corridor. 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 260 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 8 classrooms and our ICT room.

The school has a large tarmac playground with a small grassy area to the rear. This houses a variety of fixed play equipment and painted activities. We also have a newly completed mud kitchen and outdoor learning area. This will help with the delivery of outdoor learning at Anderson's and support play as part of the curriculum. 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 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.

Schools work in a group format, based on a Secondary school and its associated Primary schools. This is known as an Associated School Group (ASG). Anderson's Primary is part of the Forres Associated School Group.

SECURITY

During the school day all external doors are locked. All parents, visiting specialists, visitors and 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.

GETTING IT RIGHT FOR EVERY CHILD



**getting
it right**
for every child

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children, young people and their families based on a shared understanding of wellbeing. Most children and young people 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, GIRFEC 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

(wellbeing indicators) they are, to ensure that each and every child or young person gets the right support, at the right time, from the right people.



As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In primary schools this will usually be provided by the Head Teacher or Depute Head Teacher. The Head or Depute 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. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact your child's Head Teacher or Depute Head Teacher either by phone, email or alternatively a letter marked for the attention of your child's Head Teacher or Depute Head Teacher.

It is everyone's job to ensure that children are kept safe. Schools in Moray follow the National Guidance for Child Protection (2014) and are required to report and suspected child abuse to Police or Social Work.

CHILD PROTECTION

Child Protection Indicators

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

(United Nations Conventions on the Rights of the Child)

It is the duty of The Moray Council and its entire staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Criminal Exploitation
- Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Harmful Sexual Behaviours
- Radicalisation
- Domestic Abuse

- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Child Placing Self at Risk

Where school staff have concerns about a pupil, which suggests the possibility of abuse, these concerns will be passed on immediately to the designated Child Protection Co-ordinator in school, who will then discuss the concerns with a member of the Social Work Team. In these circumstances, parents will not normally be consulted first.

Further information regarding these indicators of risk can be found in the National Child Protection Guidance –

[Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2023/01/Supporting_documents_-_National_Guidance_for_Child_Protection_in_Scotland_2021_-_updated_2023_-_gov.scot)

If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and /or the Police on 101. Pass on your concern and the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure, ask for the Child Protection Coordinator in the School. They have received the latest training in Child Protection, so they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and or Police can also be consulted out with school hours if required.

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

There has been a change to the law on physical punishment, which is different from the rest of the United Kingdom. This information has been included here as we want everyone to be aware of this important information in Scotland.

From 7 November 2020, all physical punishment of children is against the law in Scotland. You can find out more information at [children-equal-protection-assault-scotland-act-factsheet-easy-read.pdf](https://www.gov.scot/resources/documents/2020/11/children-equal-protection-assault-scotland-act-factsheet-easy-read.pdf)

UNCRC



United Nations Convention of the Rights of the Child - Recognising and realising children's rights.



At Anderson's Primary School we work with our children to raise awareness of the UNCRC and the Rights of the Child. By raising awareness of these Rights, we hope to empower our children and develop their knowledge and understanding of their Rights. These Rights underpin our Class Charters, our school ethos and the learning that we do throughout the year.



VISION, VALUES, AIMS AND RATIONALE

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

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

School Values: **ORRIN**

Opportunity
Respect
Resilience
Inclusion
Nurture



This is Orrin, he helps us to remember our values.

School Rationale

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



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:

At Anderson's we work together – pupils, families and staff – to build a nurturing school community where we support and encourage pupils throughout their learning journey.

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. Previous pupil groups have included Rights Respecting School, Eco, Pupil Council, Nurture, Developing the Young Workforce, Global Goals, Press, RotaKids, Kind Kids, Nature, Playground and Science (STEM). In addition, we have Buddies for our P1s, Lunch band Distributors, gates and register helpers as well as House Captains. These involve children across all stages and we are always on the lookout 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 'showcase' 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.

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.

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.

School expectations –

Always try your best.

Respect yourself, everyone and everything.

Keep your hands feet and unkind words to yourself.

Sanctions include –

- verbal warnings for persistent misbehaviour, or
- reported to the Head Teacher, or
- withdrawal of privileges, or
- exclusion from school

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 Head Teacher or Depute Head if there is a matter causing your child concern.

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

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

Before the Christmas break, posters are sent to Forres area pre-school providers inviting parents of pre-school age children to an information session. 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 takes place online

Following this there then begins an extensive transition process where staff from the school meet with the various pre-school providers, Health Visitors if appropriate 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 may 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.

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 November with enrolment and parental consent forms being completed. In February, Guidance staff visit the school and after school events are held to allow children more chances to visit the Academy and meet other P7s. In early June Guidance staff once again visit and pupils spend two days later in June at the Academy and parents will have an opportunity to attend an information evening.

There are enhanced transition opportunities scheduled for pupils who have additional support needs or who may be vulnerable



The contact details for Forres Academy are:

Head Teacher: Mrs Jan Sinclair

Tel: 01309 672271

Address: Burdsyard Road Forres Morayshire IV36 1FG

Email: admin.forresacademy@moray-edunet.gov.uk

Website: <https://blogs.glowscotland.org.uk/my/forresacademy/>

Twitter: <https://twitter.com/forresacademy1>

Facebook: ForresAcademy, Moray



CONTACTING SCHOOL/COMMUNICATION

The School Administrators are Mrs Annerle Douglas and Mrs Carlynn 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.

Where possible communication with parents is by email for school information, newsletters and flyers to ensure we continue being an eco-friendly school.



ClassDojo

The school uses Class Dojo as a communication tool between class and home through the use of the Class Dojo app. ClassDojo is a school communication platform that teachers and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages. Teachers update the individual class pages regularly and parents have an individual code to access their child's class and receive messages from the class teacher. There are regular whole school updates too as well as information being shared about school and community events.

School Telephone Information Line

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.

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.

There is also the option of using the ParentsPortal. Details of this are sent out regularly so parents can sign up.

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 by email or using ParentsPortal. **Moray Council**

safeguarding procedures require us to contact Police Scotland if we have been unable to make contact, by 10am, with anyone regarding a child's absence.

If your child's attendance drops below **85%**, in accordance with Moray Council Guidelines, you will be invited in to discuss your child's absence and what supports, or strategies can be put in place to ensure your child regularly attends school.

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**.

SCHOOL SUCCESSES

Achievements continue to be celebrated regularly through assemblies with the presentation of 'Wider Achievement' certificates and 'Oor WA' display. Events are celebrated in local newspapers too.

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

The current School Improvement Plan and annual Standards and Quality Report are available on the school website. 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/>

Our latest HMIE report was published in November 2023.

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. It also allows teachers to differentiate the learning so that children who need challenge are provided with this, and children who need support are provided with it. This approach ensures that all children progress at their level throughout their educational journey.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 in Nursery to 18 in Secondary School. It is firmly focused on the needs of the child and young person and designed to enable them to develop the four capacities. At Anderson's, we focus on all learners developing across The Four Capacities – the curriculum aims for all children to become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors



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.

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-at-home/>

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 interdisciplinary 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. It is not only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community e.g. Progress in personal development, participation in events, extra-curricular and personal interest activities. These are displayed on 'Oor WA' and celebrated in assembly.

We are currently working on developing the children's' ability to discuss not only what knowledge and skills they have but also how they learn and what their next steps will be. The children are also becoming more aware of their own Level within CfE.

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.

MORE ABOUT THE CURRICULUM

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.

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 children's 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 our 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
- using what has been heard to produce texts

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. Classes visit Forres Library every two weeks.

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 and Grammar

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 the very start of school children are introduced to grammar and punctuation and they continue to develop their understanding of the structure of language,

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 and Maths

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. Our Maths Passports are a fun way of learning important number processes which are introduced and taught in school with lots of practise at home.

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. We are also developing the language of emotions – being able to recognise and name emotions and understanding how emotions can be regulated.



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

Physical Education

At Anderson's we aim to promote a positive attitude towards physical and outdoor education. Our 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. We follow the recommendation of 2 hours of PE each week.

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.M.E. lessons if they so desire. To make these arrangements please forward a letter to the Head Teacher stating your reason for this request.

Sciences

The sciences curriculum area includes the study of planet Earth; forces, electricity and waves; biological systems; materials; and topical science.

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. At Anderson's we make use of the outdoors to help support science teaching.

Social Subjects

Children develop their understanding of the world through social subjects by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. Children may learn about history and/or geography through a context e.g. The Rainforest or The Highland Clearances.

Expressive Arts

- Art and Design



- Drama
- Music
- Dance

Expressive Arts encourages children to be creative, while providing them with opportunities to explore specialist teacher who comes

different media. We have a 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.

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

<https://education.gov.scot/curriculum-for-excellence/curriculum-areas/>

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/Collaborative 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.

Play Pedagogy/Learning through Play

Through play children encounter, explore and make sense of the world and their place within it, they test ideas, apply them in the physical world, make learning real and discoveries meaningful. When playing children use their bodies and minds. Crucially, playing is highly motivating and driven by children's own interests. We are developing play across all stages of school from P1 to P7 driven by our Play Improvement Group

Skills

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

- **Focussing**
- **Integrity**
- **Critical Thinking**
- **Initiative**
- **Adapting**
- **Collaborating**
- **Curiosity**
- **Creativity**
- **Feeling**
- **Communicating**
- **Organisation**
- **Sense-making**

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:

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

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 learn more about the plans for the year ahead. In addition to this, parents will receive a Settling in Report. Throughout the year class teachers will share information and pictures of work using Class Dojo too. Written reports to parents are sent in December and June. These include information about Literacy, Numeracy and Health and Wellbeing and the child's views of their time in school too.

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 Class Dojo as well as our school website help to keep parents informed about what is happening across the school and individual classes.

We also have Parents' Evening, Open Afternoons, 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 the children have been undertaking and meet the team.

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 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 Head Teacher or Depute Head, 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 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.

PARENTS AND COMMUNITY

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.

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.

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 twice weekly led by the Senior Leadership Team. On Mondays we focus on areas such as Nurture, Rights, Expectations and general information sharing. On Fridays we celebrate the successes of the pupil's both in school and at home.



Our school chaplain, Jon Mackenzie, also leads regular assemblies. Whilst providing a multi-faith education, Minister led assemblies are Christian based. Parents are invited to join in with the annual class assemblies.

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.

Charity Fundraising

Fundraising activities in a variety of forms take place throughout the year. We try to take part in 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 only ask for donations from those who choose to give money.

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, Maths Challenge, ASG Cross Country, Kwik Cricket, Active Schools Cross Country

FINANCIAL SUPPORTS

Families may be entitled to financial support through Moray Council if in receipt of certain benefits; please follow the link below to learn more.

[Free School Meals and Clothing Grants - Moray Council](#)



Moray Council can also provide help if you're of working age and facing money or debt problems.

[Income Maximisation - Moray Council](#)

Social Security Scotland offer supports for families with babies and young children. Use the following links to learn more.

[Scottish Child Payment - mygov.scot](#)

[Get help with money if you have a child - mygov.scot](#)

Moray School Bank can fund new school uniform and winter clothing. Referrals must be made through school or other agencies.



SCHOOL UNIFORM

Anderson's pupils are expected 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
- Sensible shoes

- Summer dress in blue and white check or stripe (optional)

Sweatshirts, embroidered with the school emblem, are available to order from the school via IPay.

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, no football shirts etc.)
- Non-marking plimsolls/trainers

Outdoor kit –

- T shirt (no football shirts)
- Sweatshirt
- Tracksuit bottoms/joggers
- Trainers
- Spare socks

School requirements for new pupils coming to school:

- PE kits
- School bag
- 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

Further support to get school uniform is available through Moray School Bank. Please talk to Mrs Neil, Mr Lunan or Mr Johnston for more details. Moray School Bank can also supply winter clothes too.

Pre-Loved School Clothing

We have a collection of pre-loved school sweatshirts, trousers, skirts, polo shirts and PE kit which has been donated for use by the school community. This is available from the vestibule at the main door. You can take what you need and if you are able to make a donation, take a slip from the pack to get payment details. We have jackets and shoes, some Halloween costumes and add other items whenever we can.

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.

SNACKS

Children enjoy having a snack at break time. As a nut free school, please make sure that your child does not bring anything to school which contains nuts. Fruit and or a small bag of crisps are ideal. We ask that you do not send in 'sharing' bags or large tubes of crisps or sweets. Non fizzy drinks for break and packed lunches are welcomed. We do not want children bringing in 'energy' type drinks e.g Prime as the sugar level of these can result in dramatic changes in behaviour and the ability of children to focus.

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. 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 e.g. repair and replacement of small playground equipment.

MOBILE PHONES

We know that many children have mobile phones for safety however they cannot be used in school; children do not have permission to take video or photos of others. in school. Mobile phones should be switched off and handed to the class teacher at the beginning of the day.

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. Ingredients are locally sourced to reduce food miles and increase sustainability.

Free school meals are offered to all P1-P5 pupils. School meals are available at the current charge of £2.30 per meal. Meals are paid for through Ipay. 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.

Examples about the type of menu provided, which is available from the [Moray Council website](#)

You can apply for free school meals 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

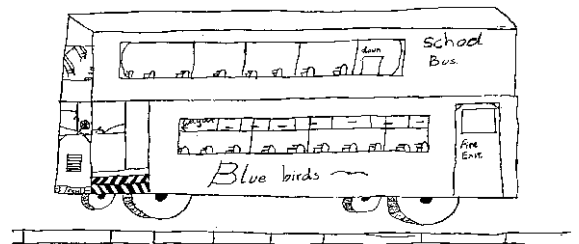
A letter will be issued to parents if a number of unpaid lunches accumulate.

All children regardless of whether they are having their own packed lunch or a school lunch sit together in the canteen to eat.

Moray Council operate a ‘nut free’ policy in their kitchens. We ask that packed lunches do not contain nut based products – pesto, Nutella.

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.

[Moray Council website](#)

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 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 e.g Nutella. 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

Some pupils will need to take medication (or be given it) at school at some time in their school life. Often this will be for a short period only. To allow pupils to do this and to minimise the time they need to be off school, medication should only be taken to school when absolutely essential: prescribed and agreed within an IPP (Form Med 3).

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.

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

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.

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 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.

Pupil use of Internet and Email

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.

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 website 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 1BX

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 14/08/2023

Moray Council A-Z		
Active Schools	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:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	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:	childrensaccessteam@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). If it is an emergency call 999
	Email:	childrensaccessteam@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 & Inclusion	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
Race & 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 Improvement Plan

Session:	2023-2024
School:	Anderson's Primary School
Plan term:	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
Link Officer:	Roisin Newell/Stewart McLauchlan

*on discussion with Link Officer/QIM, context based



SCHOOL IMPROVEMENT PLAN

Priority 1

Summary of Priority: **Leadership of change**

Key links to
Moray Education
Priority Area(s):

- | | |
|---|--|
| <input type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Curriculum |
| <input checked="" type="checkbox"/> Empowering leadership at all Levels | <input checked="" type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:			
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> P2: Tackling child poverty <input checked="" type="checkbox"/> P3: Improving CYP mental wellbeing <input checked="" type="checkbox"/> P4: Strengthening family support <input checked="" type="checkbox"/> P5: Improving CECYP outcomes	<input checked="" type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 1.5	<input checked="" type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.6 <input checked="" type="checkbox"/> 2.7	<input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3	
Actions	Outcomes for learners	Initial Timescales	Responsible	Measures of success		
Following review of school vision, values and aims (VVA), ensure VVA are embedded in the life and work of the school, underpinning school improvement and for	<ul style="list-style-type: none"> Revised VVA strengthen the 4 capacities in our children, raising aspirations across our school community, focused on improving outcomes for all 	December 2023 <u>Reviews:</u>	HT DHT Staff	<ul style="list-style-type: none"> VVA are known and understood across the school community and referenced through daily interactions in and out of class VVA support celebration of success and achievements, recognised at whole school level 		

shared ownership across our school community	<ul style="list-style-type: none"> All stakeholders support ongoing review to ensure relevance to context/aspiration All staff have high expectations of our learners at Anderson's 	June 2024	Community	<ul style="list-style-type: none"> VVA are formally reviewed at end of session and continue to have relevance for learners through the four contexts for learning, with direct reference by all in learning/school life Core school expectations promoted by all
Extend opportunities for all staff to lead learning and wider collaborative professional learning opportunities, for strengthened learner outcomes	<ul style="list-style-type: none"> Staff professional learning and collaborative learning opportunities, strengthens classroom practice Staff learning from one another builds leadership capacity Staff skills/talents used to extend pupil skills/knowledge development 	October 2023 <u>Reviews:</u> May 2024	HT/DHT All Staff	<ul style="list-style-type: none"> Staff lead on key areas of curriculum development, learning and teaching, planning, moderation and assessment for strengthened approaches to pedagogy/practice Extended opportunities for children – clubs and activities on offer, skills development Enhanced curriculum experiences built on staff working together and collaborating within the school/ASG and beyond
Further review and extend pupil participation and leadership opportunities to ensure development in the four capacities as building blocks for future success, strengthening learner voice and skills 4.0 development	<ul style="list-style-type: none"> Extended pupil leadership opportunities, clubs and activities strengthens development of skills for learning, life and work Learners take lead roles in improving their school and links with community as part of our nurturing school community aim 	October 2023 <u>Reviews:</u> February 2024 May 2024	HT/DHT Staff Pupils	<ul style="list-style-type: none"> Pupil Leadership Groups and committees fulfil agreed action plans Pupils take a lead in developing action plans for school, developing in the four capacities through participation and presentation at key events (assemblies, Parent Council, Dojo updates) and leadership of learning in class Pupil reflection on wider learning experiences through profiling/learning reflection highlight skills development and success
Strengthen approaches to whole school self-evaluation for school improvement, involving pupils, parents, staff and partners further to plan for improvement and drive forward positive changes	<ul style="list-style-type: none"> Strengthened data literacy at all levels supports removal of barriers to success for all children (universal and targeted approaches) Changes as a result of strengths/areas for improvement and sharing of practice leads to improved outcomes for individuals/groups of children 	June 2024 <u>Reviews:</u> November 2023 January 2024 March 2024 May 2024	HT/DHT PT SfL Staff	<ul style="list-style-type: none"> Stakeholders from across the school community are involved in self-evaluation activities and planning for improvement at an early stage as the year progresses Evidence from self-evaluation activities (surveys, focus groups, observations, data reviews) are used to initiate/guide change Through attainment/achievement data, observation and views, positive impact and feedback is received, guiding further improvement

		<i>(incl. key self-evaluation surveys/focus groups/reviews)</i>		
Increase opportunities for professional learning activities for all staff, enabling them to look inwards, outwards and forwards to inform their learning and development	<ul style="list-style-type: none"> Strengthened pedagogy and learning, teaching and assessment delivery improved learner experiences Staff reflect and share good practice with one another, removing barriers to success for children 	Ongoing to June 2024	All Staff HT/DHT	<ul style="list-style-type: none"> All sessions outlined in Working Time Agreement and School Calendar are supported, strengthening staff development as reported through PR&D/discussions/Staff Meetings Self-evaluation reports satisfaction with changes to learning and teaching, with improved staff confidence (linked to Priority 2) Improved attainment and achievement for identified children, feedback (pupils/parents)
<p>Evidence to support reduced bureaucracy/workload of teachers: Clear timetabling of dates for meetings, peer observation opportunities. ASG working with time agreed. Working Time Agreement time allocated in line with LNCT joint secretary guidance.</p>				



SCHOOL IMPROVEMENT PLAN

Priority 2

Summary of Priority: **Developing our curriculum through high quality learning, teaching and assessment**

Key links to
Moray Education
Priority Area(s):

- Learning, Teaching and Assessment
- Curriculum
- Empowering leadership at all Levels
- Closing the poverty related attainment gap

NIF Priorities:		NIF Drivers:		Children's Services Plan:		HGIOS?4 QIs:	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <u>P1</u>: Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> <u>P2</u>: Tackling child poverty <input type="checkbox"/> <u>P3</u>: Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u>: Strengthening family support <input checked="" type="checkbox"/> <u>P5</u>: Improving CECYP outcomes 		<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.6 <input checked="" type="checkbox"/> 2.7 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 	
Actions	Outcomes for learners	Initial Timescales	Responsible	Measures of success			
Following the introduction at Easter of Moray Council curriculum progressions last session for identified curriculum areas, continue to embed these as well as further	<ul style="list-style-type: none"> • Clear/consistent pathways and progression in learning, supporting teacher planning 	June 2024	All Staff HT/DHT	<ul style="list-style-type: none"> • Increased staff confidence reported when undertaking moderation, for consistency and shared understanding of progression 			

<p>curriculum progressions (Technologies and Expressive Arts)</p>	<p>of LTA for improved learning experiences</p> <ul style="list-style-type: none"> • Planning and delivery of the curriculum is strengthened, encouraging pace and challenge, breadth and depth • Assessment is planned based on make, do, say write 	<p><u>Reviews:</u></p> <p>December 2023</p> <p>May/June 2024</p>		<ul style="list-style-type: none"> • Staff report smoother curricular transitions as a result, with clear planning for next steps in learning • Through observations, pace and challenge is appropriate with learners supported to apply skills and knowledge in order to achieve the benchmarks • All teachers use current and any new progressions to plan LTA in consistent manner
<p>Extend opportunities for in school and Associated Schools Group moderation to support moderation for consistency and shared understanding of standards</p>	<ul style="list-style-type: none"> • Teacher judgements are robust in relation to individual learner progress through curriculum areas • Curriculum mapping is supported in identifying discrete/IDL approaches • Pace of learning will improve with strengthened differentiation where required to meet learning needs based on CfE stage and progress in learning 	<p>Ongoing to June 2024</p> <p><u>Reviews:</u></p> <p>November 2023</p> <p>March 2024</p>	<p>All Staff</p> <p>Moderation Improvement Group</p> <p>HT/DHT</p>	<ul style="list-style-type: none"> • Curriculum map informed by school/ASG developed along with revised curriculum rationale – 4 contexts, 7 design principles, unique contexts • Curriculum reflects unique context, VVA and needs of learners; learners report positively on changes • Moderation dates are set annually and Moderation portfolios of evidence are developed; QAMSOs recruiting/supporting • Most learners can identify where they are achieving within a level and know their strengths and next steps in learning
<p>Development of child centred learning and play based approaches across early level with further development of play and creativity across the school</p>	<ul style="list-style-type: none"> • Enquiry and inquiry of the world around them gives learners greater autonomy in their learning at all stages • Learner engagement, creativity and curiosity increases, strengthening development of skills 	<p>Ongoing to June 2024</p>	<p>Play Improvement Group</p> <p>HT/DHT</p>	<ul style="list-style-type: none"> • Teachers are implementing the power of play across early level and further stages • Learners through focus groups can identify the benefits of play to their HWB and learning • Through observation, learners are engaged and motivated in learning through play • Practitioner self-reflection highlights confidence in planning for play based experiences
<p>Review and further develop the Science Curriculum in order to ensure appropriately paced and sufficiently challenging learning, including staff confidence in delivery</p>	<ul style="list-style-type: none"> • Learners have access to strengthened Science teaching and experiences across all stages 	<p>Ongoing to June 2024</p> <p><u>Review:</u></p>	<p>Science Improvement Group</p> <p>Class Teachers</p>	<ul style="list-style-type: none"> • Staff attend and implement SSERC training opportunities • Staff confidence in teaching science increases • Learners report increased challenge and enjoyment with Science

		December 2023	HT/DHT	
Development of learning for sustainability and promoting diversity through curriculum areas/progressions and multi-disciplinary/IDL learning experiences	<ul style="list-style-type: none"> Learners have greater understanding of the experiences and challenges of minorities in Scotland now and in the past Learners are aware of sustainability themes, exploring connections through big ideas extending thinking skills and knowledge 	Ongoing to June 2024 <u>Review</u> December 2023	Class Teachers HT/DHT	<ul style="list-style-type: none"> Updated plans for RME, Social Studies and IDL which include where appropriate teaching materials relating to colonialism and the legacy of that today Learner confidence in exploring key LfS themes and presenting findings through class work Learning observations and visits including peer observations support evidence of strengthened delivery and practitioner confidence
Continued development of learning and teaching approaches as framed by our Learning and Teaching Strategy, increasing consistency in quality and use of questioning, feedback, pace, challenge and differentiation	<ul style="list-style-type: none"> Learners will have consistency in quality learning experience across the school to further meet learning needs Learners will have more opportunities to lead learning underpinned by school VVA 	Ongoing to June 2024 <u>Review:</u> November 2023	HT/DHT PT SfL All Staff	<ul style="list-style-type: none"> Practitioner self-reflection highlights increased consistency in approaches Formal observations (including peer observations) provide evidence of improvement through collaborative support/challenge Pupil voice highlights positive change (HGIOURS)
Team teaching and peer observations are extended across the school in order to strengthen pedagogy and consistency of high quality learning and teaching	<ul style="list-style-type: none"> Learners benefit from the sharing of good practice and practitioner self-reflection/professional learning 	October 2023 <u>Reviews</u> February 2024	HT/DHT All Staff	<ul style="list-style-type: none"> Peer observation/team teaching schedule is created and followed Evaluations/questionnaires show improved confidence in developing practice LTA self-reflection and self-evaluation gradings show improvement Pupil voice highlights positive changes – learners report more participation, choice and variety in learning approaches (including outdoor learning and creativity through play based, child-centred approaches)

<p>In line with local authority approach and 'back to basics' review of learning, teaching and assessment, "Power Up Your Pedagogy" used as a staff professional learning community approach to strengthen consistency in quality of learning and teaching delivery in line with Our Moray Standard for Learning and Teaching</p>	<ul style="list-style-type: none"> • Learners will have consistent approaches across the school • Learners will be more aware of what good lessons contain • Learners will experience high quality learning and teaching experiences 	<p>Ongoing to June 2024</p> <p><u>Review:</u> December 2023</p>	<p>HT/DHT</p> <p>All Staff</p> <p>Pupils</p>	<ul style="list-style-type: none"> • All staff are aware of and following 'back to basics', engaged in developing pedagogy • Consistent approaches to LTA across the school • All learners know the expectations and what high quality learning and teaching looks like, involved in self-evaluation activities with findings directing further change/focus areas • Evaluations from questionnaire/sampling show increase staff confidence in LTA and pupil engagement/enjoyment/participation/leadership of learning
<p>Evidence to support reduced bureaucracy/workload of teachers: Shared planning, peer observations opportunities and team teaching to support all staff. ASG working with time agreed. Clear timetabling of dates for meetings, peer observations, collegiate time allocation and meeting focus. Working Time Agreement time allocated in line with LNCT joint secretary guidance.</p>				



SCHOOL IMPROVEMENT PLAN

Priority 3

Summary of Priority: **Ensuring wellbeing and equity to raise attainment and achievement for all**

Key links to
Moray Education
Priority Area(s):

- Learning, Teaching and Assessment
- Curriculum
- Empowering leadership at all Levels
- Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:			
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <u>P1</u>: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u>: Tackling child poverty <input type="checkbox"/> <u>P3</u>: Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u>: Strengthening family support <input checked="" type="checkbox"/> <u>P5</u>: Improving CECYP outcomes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 	
Actions	Outcomes for learners	Initial Timescales	Responsible	Measures of success		
Following introduction of Seemis Progress + Achievement, continue to undertake data analysis for improvement aligned to existing SfL tracking and interventions with further extension of tracking and monitoring to	<ul style="list-style-type: none"> • Learner progress is tracked and monitored to ensure support and interventions where required for improving outcomes by 	<p><u>By:</u></p> <p>October 2023</p> <p>December 2023</p>	<p>HT</p> <p>DHT</p> <p>PT SfL</p>	<ul style="list-style-type: none"> • Tracking and Monitoring meetings highlight progress and impact of learner progress • Appropriate tracking of interventions for identified pupils show support and progress 		

<p>include wider Curriculum areas (following year one Literacy and Numeracy tracking focus)</p>	<p>class teachers and SLT/PT SfL</p> <ul style="list-style-type: none"> Tracking extends to wider curriculum areas showing progress across the curriculum and learner strengths/next steps Learners are aware of their progress levels and next steps in their learning 	<p>March 2024 June 2024</p>	<p>Moderation Improvement Group Staff</p>	<ul style="list-style-type: none"> Class Teachers use data to plan for support and challenge and pupils are aware of where they are within levels as appropriate Moderation supports identified of learner progress through tracking and monitoring data provided with increased staff confidence Tracking and monitoring extends across wider curriculum areas, supporting knowledge of progress across the curriculum and where interventions are required NSA data in use to guide interventions at class and individual pupil level
<p>Review approaches to tracking and monitoring learner health and wellbeing, extending from current Wellbeing Wheel approach to the Glasgow Wellbeing and Motivation Profile</p>	<ul style="list-style-type: none"> Further tracking of learning health and wellbeing ensured timely interventions at pupil, group, stage and whole school as appropriate based on data analysis findings 	<p>Ongoing to June 2024 <u>Collection:</u> November 2023 February 2024 May 2024</p>	<p>HT/DHT PT SfL All Staff</p>	<ul style="list-style-type: none"> Interventions linked to VVA based on data reviewed are in place Emotions Coaching for all staff completed to support zones of regulation approaches across the school Baseline v end of year measurements highlights change/improvement from initial data presented
<p>Building on recognition of success approaches to celebrating wider achievement, initiate strengthened tracking and monitoring of learner wider achievement and participation in and out of school to enhance learner skills reflection and maximise participation in and out of school</p>	<ul style="list-style-type: none"> Learners are supported to participate fully in wider activities, developing skills and knowledge Learners are supported with wider opportunities to participate in leadership roles, committees and activities Learners better able to identify skills for future careers and world of work (Skills 4.0 SDS/CES/CMS) 	<p>Ongoing to June 2024</p>	<p>DHT All Staff</p>	<ul style="list-style-type: none"> Data gathered shows most learners participate in a wide range of activities both within and outwith the school Data is used to inform committees, clubs and activities in school and guide potential leadership opportunities in school for pupils Any noted gaps in learner achievement and skills is reviewed and reduced Approach to learner profiling and reporting further reviewed to take account of revised approaches

Evidence to support reduced bureaucracy/workload of teachers: Shared planning, SLT support of all staff, WTA time allocations.



Maintenance Agenda *(to be populated at school discretion in discussion with link officer/QIM)*

Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
SportScotland Award	<ul style="list-style-type: none"> Learners have wider opportunities to take part in activities 	June 2024	SLT/Active Schools	<ul style="list-style-type: none"> Accreditation takes place Award in place Celebration of success and achievement
RRS Gold Award	<ul style="list-style-type: none"> Learners have updated their knowledge and understanding of their rights 	June 2024	DHT	<ul style="list-style-type: none"> Work with QIO and UNICEF to update folder Seek re-accreditation Celebration of success and achievement
Cost of the School Day	<ul style="list-style-type: none"> Learners have no costs to their day and costs for parents are reduced where possible 	Ongoing	HT All	<ul style="list-style-type: none"> No or low cost activities in school – work with partners and Parent Council School day cost zero Positive supports continue to be embraced (e.g. school uniform, school resources support)
Parental communication and engagement	<ul style="list-style-type: none"> Learners continued to be supported at home following timely communication by school Parents aware from in school engagement of how to support their children’s learning at home Parents are aware of school activities and approaches to support learners 	Ongoing	HT/DHT All Staff	<ul style="list-style-type: none"> Class newsletters support parent understanding of learning activities underway Dojo supports timely communication and reminders, supporting parental engagement Parents report satisfaction with school communication and parental engagement/family learning activities Shared/family learning sessions initiated with positive feedback received
Pupil Equity Funding	<ul style="list-style-type: none"> Support for wellbeing and wider learning based on PEF funding received 	Ongoing	HT/DHT	<ul style="list-style-type: none"> Supports in place as required to meet identified learners and needs per PEF planning

School Context and Overview

Anderson's is a fun and vibrant learning environment where everyone is valued and supported in achieving their aims. It has been an educational establishment since 1829. Anderson's Primary School is an accredited Nurture School and has Gold Level Rights Respecting Schools Award. We currently have a role of 248 children in ten classes; over 70% of our children attending through a placing request. We have a physical capacity of 357 and a functional capacity of 299. Learning and Teaching is well supported by the careful timetabling of 7 Pupil Support Assistants, 2 Classroom Assistants, 2 Primary School Administrators and 3 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, Depute Head Teacher and a Principal Teacher. We also have a full time Support for Learning teacher.

We have no LAC children in school and there have been no exclusions this session. Pupil Equity Funding is provided for 27 children. There are eight for whom English is an additional language; the EAL service provides weekly support for those children who are new to English. We also have seven children who benefit from Exceptional Support Funding. Two children currently have IEPs and a further eight children have a learning profile and strategies (LPS) plan in place. Children who are included in the Child's Plan system have regular reviews held either in person or by updates through email /phone contacts. Additional Literacy support is given, on a needs basis, to approximately 71 children with 75 children receiving Numeracy support in small groups- these figures change on a regular basis depending on need, progress, concept etc. Some children are being challenged through SfL intervention as they are identified as being on track to achieve Second Level earlier than their peers. A Second Level Maths and Numeracy challenge group has run this session targeting those children identified as being expected to achieve Second Level earlier than the end of P7.

The school has an active Parent Council with the Activities and Fundraising Group, a subgroup of the PC, raising funds to support school developments. The playground has been a focus for improvement and the AFG are supporting the development of our outdoor learning area/mud kitchen. The Parent Council 'pre-loved' school clothes support scheme continues successfully helping to reduce the cost of the school day. The 'Walking Bus' continues to encourage children to walk to school from the east of the catchment area attempts have been made to organise a second bus on a southern route. Parental and community support is given in school across the week to work with our Support for Learning teacher giving children extra phonics and reading support. These adults have been given child protection training and have a valid PVG. They work alongside staff to support Literacy until they feel confident to work alone with children.

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. Learning in class has been deepened and taken out of context using the local area of Cluny Hill, Sanquhar Pond, Sanquhar Woods and beyond. The catchment area includes social and private housing and takes in children from rural areas to the south of Forres. Our location also allows us easy access for regularly supplementing lessons by using the local library, swimming pool, community centre and local shops and businesses etc. This session a STEM Week held in February was very received by all stakeholders and we worked with the DYW officer and parents to hold two days of Developing the Young Workforce workshops with the emphasis on those literacy and numeracy skills required in the wider world of work. Health Week sees the school link with partners and parents to provide our children with a range of opportunities and learning to support all areas of Health and Wellbeing and is rounded off with a community 'Picnic in the Park'.

Priority 1

Summary of Priority- Learning, Teaching and Assessment

Key links to Moray Education Priority Area(s):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Curriculum |
| <input checked="" type="checkbox"/> Empowering leadership at all Levels | <input type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 2.1 | |
| <input checked="" type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | <input type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

Identification of a moderation focus and supporting materials has enabled a more robust professional understanding of where children are within CfE Levels. An improvement focus is on the teaching of listening and talking across school which will have a positive impact on learners as they will develop skills which are important beyond school out to the wider world of work. Moderation dates are set and included in the working time agreement. Termly tracking and monitoring meetings are used to identify learners who need support or challenge. The interrogation of data to highlight areas and children requiring support and challenge is improving and remains an area where ongoing work is required and will be included within the maintenance section of the SIP next session. SNSA data is used to identify gaps and to highlight learners who are either underperforming or ahead. This allows staff to tailor their teaching programmes appropriately. Consistency across school in using the Moray Standard and progressions is becoming embedded and remains an item on the maintenance agenda for next session when a 'back to basics' programme will be implemented to provide all learners with a sound foundation to their classroom experiences. ACEL data shows there have been some dips in the achievement of writing and this will be a focus for those year groups most impacted through COVID – P4, P5 and P6.

Next Steps

- Work within school and outwards with ASG colleagues to moderate listening and talking and maths
- Writing targeted to close gaps
- Moderation dates set at the beginning of the session
- Use of pupil focus groups to identify areas requiring support and challenge
- Peer observation and team teaching dates set at the start of the session
- Power Up Your Pedagogy used to support the CLPL of all teaching staff

Priority 2

Summary of Priority – Supporting All Learners

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:

NIF Drivers:

Children’s Services Plan:

HGIOS?4 QIs:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people’s health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

- | | | | |
|---|---|---|--|
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 2.1 | | |
| <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | <input type="checkbox"/> 3.1 | |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 | |
| <input type="checkbox"/> 1.4 | <input checked="" type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 | |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | | |
| | <input type="checkbox"/> 2.6 | | |
| | <input checked="" type="checkbox"/> 2.7 | | |

Progress and Impact

All staff are aware of and have had updated training on Nurture Principles, as a school and within Moray, and restorative conversations. The Zones of Regulation programme is used in school to help learners identify the emotions they are feeling and to provide them with skills and strategies to be better able to move to another zone. Work on emotions coaching still needs to be carried out to give staff the skills they need to support learners who are struggling with their emotions resulting in negative behaviours. A more robust system of identifying and supporting children who are struggling with their emotions and behaviour has been put in place and is beginning to make a difference to learners. The LEANS programme was introduced from P4 to help the learners with their understanding of neurodiversity and the impact this has on individuals and their ability to regulate their behaviours and emotions. The new playground markings and the reintroduction of some of the playground equipment at lunchtime has given children greater opportunities for play. ASN staff work well to support learners and the use of Talk Boost has shown an improvement in language skills for almost all increasing their ability to access the wider curriculum. Parent volunteers continue to support through precision teaching methods improving outcomes for learners.

Next Steps

- Develop a HWB progression
- Tracking of HWB – Glasgow Motivation and Wellbeing Profile introduced
- Emotions Coaching training for all staff
- Increase the number of volunteers supporting literacy in school
- Use retrieval practice to help with long term memory building to increase capacity for learners to use and apply knowledge quickly

Priority 3

Summary of Priority - Curriculum

Key links to Moray Education Priority Area(s):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Curriculum |
| <input checked="" type="checkbox"/> Empowering leadership at all Levels | <input type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input checked="" type="checkbox"/> 1.4 | <input checked="" type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input checked="" type="checkbox"/> 2.6 | |
| | <input checked="" type="checkbox"/> 2.7 | |

Progress and Impact

An updated Vision, Values and Aims along with a Curriculum Rationale has been produced and agreed with support from pupils, staff and parents. All staff will be reminded of this at the beginning of the new session. The Four Contexts and Four Capacities require further work across school and with parents to have them fully embedded. Learners should be aware of the Capacities and have an understanding of their learning within the Contexts. Moray Council progressions have been adopted as they have been made available and staff continue to become more familiar with them. This will give learners a similar set of experiences in school and across Moray should they move schools. The development of the mud kitchen has taken longer than anticipated; the Play Improvement Group worked hard to progress the plan and the area is almost ready for use. Staff worked with the wider community to get materials and resources for this area and made a successful bid for funding from the Tesco Community Fund. Children are keen to use the area and have been involved with the development – taking part in litter picks, coming along on Saturdays – the impact of regular learning outdoors linked to play should be positive.

Next Steps

- Values, Vision and Aims displayed and referenced across school
- Four Contexts and Four Capacities referenced and all aware of across school – learners to be able to link their learning to these
- Timetable the mud kitchen/outdoor learning area for use across the school
- Play across school to be introduced

Priority 4

Summary of Priority - Leadership

Key links to Moray Education Priority Area(s):

- | | |
|---|---|
| <input type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Curriculum |
| <input checked="" type="checkbox"/> Empowering leadership at all Levels | <input type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 |
| <input checked="" type="checkbox"/> 1.4 | <input checked="" type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.3 |
| <input checked="" type="checkbox"/> 1.5 | <input checked="" type="checkbox"/> 2.5 | |
| | <input checked="" type="checkbox"/> 2.6 | |
| | <input checked="" type="checkbox"/> 2.7 | |

Progress and Impact

Children have led across school in committees this session and the impact on their confidence has been noticeable. Our House Captains have shown their leadership qualities and have been seen by all to take their roles and responsibilities seriously. Learners have been able to identify skills they are developing in class which link to Skills 4.0 and the wider world of work. A successful DYW week was held led by a class teacher and with partners from parents and further afield taking part. Learners have been more aware of the skills required after school is complete and the links between learning in school and work. Staff are encouraged to lead development in school and we have a QAMSO in place who is taking on the leadership of moderation; staff in the Play Improvement Group will be leading on the importance and place of play to staff and we continue to identify areas where staff can take on leadership responsibilities. IT is a case in point and the work carried out by staff is then used across school and learners are upskilled. Family Learning and Parental Engagement are areas where we need to develop and class teachers will be encouraged to look at their expertise and look to take on some leadership.

Next Steps

- Continue to identify leadership opportunities for teaching staff – IT, Family Learning/Parental Engagement/ Play already identified
- Use the skills of support staff to lead – Seasons for Growth, Smart Moves, Talk Boost already identified
- Continue to develop leadership opportunities for pupils – House Captains, Buddies, Committees already identified
- Empower staff, pupils and parents to take on leadership of areas of interest

Term Dates

Christmas Holidays	School closes	Friday 22 nd Dec 2023
	School re-opens	Monday 8 th Jan 2024
Half-term Break	School Closed	Friday 9 th Feb 2024
	School Closed	Monday 12 th & Tuesday 13 th Feb 2024
Easter Holidays	School closes	Thursday 28 th March 2024
	School re-opens	Monday 15 th April 2024
May Day Break	School Closed	Monday 6 th May 2024
In-service Days	School Closed	Thursday 16 th May 2024
		Friday 17 th May 2024
Summer Holidays	School closes	Friday 28 th June 2024
	School reopens	Tuesday 13 th August 2024
October Holidays	School closes	Friday 4 th October 2024
	School reopens	Monday 21 st October 2024
In-service Days	School Closed	Monday 11 th November 2024
	School Closed	Tuesday 12 th November 2024
Christmas Holidays	School closes	Friday 20 th December 2024

Appendix E**Staff at Anderson's**

Mrs S Neil	Head Teacher
Mr I Lunan	Depute Head Teacher
Mr G Johnston	SFL Teacher and Principal Teacher
Mrs W Tulloch	Class Teacher
Mrs L Thomson	Class Teacher
Mrs S Clark	Class Teacher
Miss L Mackenzie	Class Teacher
Mrs E Johnson – Maternity Leave	Class Teacher
Mrs R Edwards – Maternity cover	Class Teacher
Mrs A Nelmes	Class Teacher
Ms C Waddington	Class Teacher
Mrs McLeman	Class Teacher
Miss C Webster	Class Teacher
Mrs Donegan	Class Teacher
Miss Charteris	Class Teacher
Mr A Charles-McKeating	Class Teacher
Mr C Rutherford	Class Teacher
Mr N Sleaford	Class 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
Ms N Plewa	Support Staff
Mrs K Speed	Classroom Assistant
Mrs A Clark	Classroom Assistant
Mrs K Noble	Classroom Assistant
Mrs J Singer	Classroom Assistant
Mrs D McGhee	Classroom Assistant
Mrs L Taylor	Classroom Assistant
Mrs S Paton	Playground Supervisor
Mrs D Gregory	Support Staff – Lunchtime

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 Anderson's Primary School 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.