



Welcome to Applegrove Primary

Inspire, Include, Improve

(The information contained within this Handbook is correct at the time of publication, and is updated annually'. This Handbook has been prepared by the Head Teacher, and follows guidelines set out by The Moray Council' contained within this handbook is correct at the time of publication, January 18th 2021, and is updated annually. The Service Aims is available from the Internet at:- www.moray.gov.uk/moray_standard/page_43612.html)



INTRODUCTION

Head Teacher
Depute Head Teacher

Miss Heather Murray
Mrs Arlene Hunter

School Telephone Number

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E-mail

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School Website

www.applegrove.moray.sch.uk

Twitter Account

[@Applegroveps](https://twitter.com/Applegroveps)

School Address:

**Applegrove Primary School,
Orchard Road,
Forres, IV36 1PJ**

Pin line Dial 0870 054 9999

• Enter school pin: 031110

Opening Times:

School Begins	9:00 am
Morning Intervals	10:30 – 10:50 am
Lunch Time	12:15pm – 1:10pm P1-3 12:30 – 1:25pm P4-7
School Closes	3.15 pm

SESSION 2020-2021

(all dates are inclusive)

Spring

Term starts: Tuesday 5 January 2021

Mid-term holiday: Friday 5 and Monday 8 February 2021

Occasional Day: Tuesday 9 February 2021

Term ends: Friday 26 March 2021

Spring holiday: Monday 29 March 2021 - Friday 9 April 2021

Summer

Term starts: Monday 12 April 2021

May Day holiday: Monday 3 May 2021

In-service closure: Thursday 13 May and Friday 14 May 2021

Term ends: Friday 25 June 2021

Autumn

In-service closure: Monday 16 August 2021

Term starts: Tuesday 17 August 2021

Term Ends: Friday 08 October 2021

Autumn holiday: Monday 11 October 2021 - Friday 22 October 2021

Winter

Term starts: Monday 25 October 2021

In-service closure: Monday 15 November 2021 - 16 November 2021

Term ends: Thursday 23 December 2021

Christmas holiday: Friday 24 December 2021 - Friday 07 January 2022

School Term Dates are available on the internet at The Moray Council at [school term and holiday dates www.moray.gov.uk/moray_standard/page_55829.html](http://www.moray.gov.uk/moray_standard/page_55829.html)

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APPLEGROVE PRIMARY SCHOOL

STAFF LIST JANUARY 2021

SENIOR LEADERSHIP TEAM

HEAD TEACHER

Miss Heather Murray

DEPUTE HEAD TEACHER

Mrs Arlene Hunter

PRINCIPAL TEACHERS

Mrs Ruth White(PT ASN)

Mrs Kathryn McRitchie

CLASS TEACHERS

Miss Nancy-Lee Brown

Mr Alasdair Cox

Mrs Anna Deręgowska

Miss Emma Dunbar

Mrs Louise Hamilton

Mrs Heather McIver

Mrs Julia McKay

Mrs Kathryn McRitchie

Mrs Rachel Newlands

Mrs Sarah Roger

Mr Alasdair Saville

Miss Rebecca Whitworth

Mrs Sharon Wilson

ADDITIONAL SUPPORT NEEDS TEACHERS

Mrs Claire Lloyd

Mrs Julie Millar

Mrs Lisa Woods

VISITING SPECIALISTS

PE

Mrs Kelly Milne

Music

Mrs Laura Norman

MUSIC INSTRUCTION

Recorder

Alison Gillies

NON-TEACHING STAFF

ADMINISTRATORS

Mrs Hayley Kirby
Ms Chevaune Taylor-Stanley

JANITOR

Mr Stuart Dickson

PUPIL SUPPORT ASSISTANTS

Mrs Alison Black
Mrs Adeline Fawcett
Mrs Victoria French
Mrs Sue Galbraith
Mrs Melanie Garrow
Mrs Jill Hampson
Mrs Angela Hendry
Mrs Kelly Miller
Miss Rachel Piesse
Mrs Alison Prentice
Mrs Linda Simpson

PUPIL INCLUSION COORDINATORS

Miss Sarah Cameron
Miss Valerie Cameron

DIRECT SERVICES ORGANISATION

COOK/SUPERVISOR ASSISTANT COOK CATERING ASSISTANTS

Mrs Jane Shepherd
Mrs Babs Stables
Mrs Lorna Stalker
Mrs Lucy Fraser
Mrs Fiona Phinister
Mrs Kate Bobrus

CLEANING STAFF SUPERVISOR ASSISTANTS

Mrs Fiona Fraser
Mrs Linda Dey
Mrs Patricia Goureau
Mrs Patricia Feaks

POLICE LIAISON OFFICER

PC Thomas Millican

WELCOME TO APPLGROVE PRIMARY SCHOOL

We are very pleased that you have chosen to enrol your child at Applegrove Primary School and we look forward to working in partnership with you to ensure a happy and productive school experience for your child.

If you have any comments or suggestions regarding this document please contact the Head Teacher. By sharing our ideas, we can ensure all children achieve their very best.

Applegrove sits within the centre of Forres in close proximity to Forres Academy. It is set within extensive grounds with a large tarmac area and field. Applegrove provides an educational service to children from Primary 1 to Primary 7 (ages 5 – 12 years) We are a non-denominational Primary School with a current role of 310 children. Applegrove has a Base for Enhanced Provision used by children from within and outwith the catchment area. Pupils are provided for according to their needs in a staged intervention model.

The school was opened in 1959 and stands in the picturesque setting between Orchard Road and Sanquhar Road. We are lucky to have an extensive tarred play area and a large sports field. There are several play areas for all children. There is no public access across the playing field.

The school is built in a 'U' shape. There is a single storey wing which includes an infant library, and a two-storey wing which includes a library, ICT suite and general purpose rooms. We are fortunate to have an Assembly hall with stage which doubles as a dining hall and Drama area. We have a separate hall for PE activities with changing room facilities.

Substantial building works to modernise the heating and plumbing services has taken place. The school is now fully rendered and repainted with new windows. This gives Applegrove a more modern and welcoming appearance.

At no time are children or parents allowed to use the service area entrance even if accompanied by an adult. This driveway is for delivery vehicles, school transport and council vehicles.



Pupils are in mixed ability classes, as far as possible, according to their ages. Schools in Scotland are staffed to a formula that relates to the school roll. Each August, the size and distribution of the classes means that we may have to form composite classes, a feature in most schools.

At the beginning of each session parents are given a calendar of holiday dates, sports days and class assemblies.

Newsletters are produced to keep families up to date with all school activities, staffing information, holidays etc. These, along with other school messages and information are posted on Xpressions Groupcall, school website and Twitter.

SCHOOL SECURITY

During the school day all external doors are locked. Access for parents and visitors is by the Main Door only using an intercom system. All parents or visitors are asked to sign in at Reception where a badge will be issued. Parents and visitors are asked to wear these badges whilst in the building and return them and sign out before leaving the building. All Moray Authority staff wear ID badges (bearing name, post and photograph).

We appreciate the support we receive from parents in operating these procedures which are for the protection of pupils and staff.

To further these procedures we ask that any parent who wishes to contact a member of staff should telephone or email, in advance, to arrange an appointment and inform office staff of the nature of the enquiry, where this is appropriate. This will ensure that staff are available and prepared for your visit.

We sometimes work in mixed age focus groups so we can all have our say.



Exploring the grounds with Teddy.

VISION AND VALUES

VISION

Applegrove Primary is a “Can-do” school where children are: **Respectful, Responsible, Resourceful and Resilient.**

AIMS

Our Vision is embodied in the school aims.

- We will create a safe, happy and inclusive environment where wellbeing is at the heart of everything we do. We will foster a sense of belonging in a community full of positive relationships and equitable opportunities for all.
- We will enable children to take increasing responsibility for their own learning and provide relevant experiences which motivate, challenge and encourage deeper thinking.
- We will empower our children to develop skills for learning, life and work and provide leadership opportunities for everyone.
- We will work together and support each other to achieve our full potential and to celebrate our successes.

VALUES

Our Values are principles, which drive our positive relationships at Applegrove. They influence our actions and attitudes.



CURRICULUM RATIONALE

Our rationale provides a context for what we teach at Applegrove and why we teach it.

“Everything we learn today prepares us for tomorrow.”

SCHOOL ETHOS

Every child in Applegrove is an important person with particular interests and needs. To ensure that the school is a happy, secure and successful place for our children we need the support, understanding and interest of parents. The purpose of this school handbook is to give an overview of the school and the education it seeks to provide.

Children at Applegrove are encouraged and supported to be 'successful learners', 'confident individuals', 'responsible citizens' and 'effective contributors'. These are the four capacities outlined in Curriculum for Excellence.

Successful Learners	Confident Individuals
<ul style="list-style-type: none">• Plan a structured and balanced 'Curriculum for Excellence'.• Varied teaching methods and activities. E.g. 'active learning'.• Encourage pupil responsibility for self/peer assessment and target setting.• Monitor progress, record achievement and attainment to ensure each child reaches their potential.	<ul style="list-style-type: none">• Identify the emotional, physical and social needs of pupils and help them develop positive attitudes, personal and social skills.• Provide appropriate support for children with additional needs.• Celebrating success in the classroom, the school and in 'out of school' life.• Encourage a healthy and active lifestyle.• Create within the school a warm, caring and supportive atmosphere in which children, staff and parents feel secure and valued.
Responsible Citizens	Effective Contributors
<ul style="list-style-type: none">• Encourage children to enrich the school and its community by acting responsibly and by valuing the unique culture and traditions of its past.• Ensure that individual differences of race, culture and belief will be respected and celebrated as an enriching factor in the school community. Equal opportunities will exist for all.• Enable children to take part in decision making in the school through the pupil council and class circle time activities.	<ul style="list-style-type: none">• Promote attitudes of enterprise and self-reliance.• Encourage pupils to work on their own, and in teams to apply their thinking skills, to create and develop ideas, and to solve problems.



Applegrove was the first school in Moray to achieve six Eco Flag Awards. We now have our 7th Eco Flag Award!

ENROLMENT AND TRANSFERRING

The intake of Primary 1 children takes place in August each year and children who will be five years of age on, or before, the last day of February of the following year are eligible for admission.

In December, an open afternoon is held and advertised through all the pre-school providers. Parents are encouraged to bring their children for a visit and a chance to be shown round.

In January a notice is placed in the local pre-school centres, which informs parents about the enrolment dates.

An induction package is given at an evening meeting in June when there is an opportunity to meet the P1 teachers.

In June, children are also given an opportunity to come to school for part of the day to meet their teacher and new classmates.

The first two weeks in a new school can be difficult for children and their parents and it is important that a good start is made in building up relationships. For some children, an extended four week transition programme can be provided in the run up to the holidays prior to starting school.



NEW PUPILS

We are always happy to welcome new pupils and their families. Anyone considering placing their child at Applegrove Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You will be shown around the school building so that you are familiar with the layout. You will have the opportunity to visit classes at work and also meet some of the teachers and support staff.

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 monitor how a child has settled and then contact parents to have a chat about the transition experience.

MOVING ONTO SECONDARY EDUCATION

At the end of Primary 7, pupils move onto their secondary education. Most children at Applegrove move onto Forbes Academy. Teaching staff from the Academy visit P7 to introduce themselves and explain about the move to secondary school. There are also induction days in June so that pupils become familiar with the Academy, its layout and some of their new teachers. It is also an opportunity for pupils to meet children from other schools who will be starting their first year at Secondary School with them. There are enhanced transition opportunities for pupils who have additional needs which need to be supported.

The contact details for Forbes Academy are:

Head Teacher: Mrs Jan Sinclair, Tel: 01309 672271

Address: Forbes, Morayshire IV36

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

PROCEDURES FOR CONTACTING THE SCHOOL

Applegrove has two part-time office administrators: Mrs Kirby and Miss Taylor-Stanley. The office has an administrator present until 3.30pm daily. The office number is 01309 672367.

You can use the information line for weather closing the school. Additionally, you can use the school information line to leave any non-urgent message when the school is not open.

ABSENCE

If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the school office in the morning to explain the reason for absence. Please be aware your call will not be answered before 8.30am. The Parent Portal and school information line can also be used by parents to leave messages about a child's absence. This is particularly helpful when you are up through the night with a poorly child. A message can be left then, rather than waiting for school to open in the morning.

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, and each case will be considered on its merits.

SCHOOL TELEPHONE INFORMATION LINE

Parents can access an information line for the school

- Dial 0870 054 9999
- Enter school pin: 031110
- You will get confirmation message, "You have selected Applegrove Primary School."
- Enter the menu system

Press 1 - severe weather information

Press 2 - to leave a non urgent message (when school is not open or to note a child's absence)

Press 3 - to hear general school information

Press 4 - to enter a different school PIN

Press # - to end call

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

CONCERNS AND COMPLAINTS

Applegrove welcomes and, indeed, actively encourages parents and grandparents to involve themselves in the life of the school. There may be times when parents wish to discuss something in depth and it is better to make an appointment for a time when the teacher is free from class commitment. Appointments tend to be given for 8.50am. If issues remain unresolved then an appointment can be made (through the school administrator) with Mrs White - Wee Room pupils, Miss Murray P1-4 pupils or Mrs Hunter P5-7 pupils.

DATA PROTECTION

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018. The information

may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified. The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice. More information is available on the Moray Council Internet site at: http://www.moray.gov.uk/moray_standard/page_75569.html



PTA Duck Race at
the Mosset Burn.

PRIVACY STATEMENT

Applegrove 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 Applegrove 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 Applegrove 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, Applegrove 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.

NAMED PERSON

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

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

The Named Person Service supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (e.g. from health, social work, police etc.) if required.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person by phone, email or alternatively a letter marked for the attention of your Named Person.

At Applegrove Mrs White is Named Person for children who access the Wee Room. Mrs Murray is Named Person for P1 – 4 children. Mrs Hunter is Named Person for P5 – 7 children. All of these members of staff can be contacted at school via the office (no one has a direct phone line).

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. For further guidance, refer to Admin Handbook document Internet – Guidelines for Pupil Use, available from the Interchange at:-

interchange.moray.gov.uk/int_standard/Page_111681.html

PARENTAL INVOLVEMENT OPPORTUNITIES

We believe that it is important for children to participate in school concerts, educational trips, cycle training, local activities and inter-school competitions, etc. We appreciate the help we receive from our parent and grandparent volunteers and indeed, are unable to offer such a wide range of experiences without their help. We ask you, as parents, to take an active interest in all that your child does and support us in maintaining the high standards set by the school.

We rely on you to support your child's learning at home. Allow time to complete reading and other homework in an environment that is free from distractions.

REPORTING

An Appointment Evening before the October holidays provides an opportunity to meet your child's new class teacher once he/she has had time to get to know your child. Pupils are invited to be present at these appointments. Prior to these appointments your child will bring home a Settling In Report to share with you and to form the basis for your discussion at the appointment.

A second Appointment Evening is held in the last week before the Easter holidays. In terms 2 and 4 you will receive a Continuous Progress Report which will highlight your child's strengths and next steps.

Throughout the year, parents may be invited to the school to discuss their child's progress. Parents are encouraged to contact the school at any time during the year should there be a matter of concern so an appointment can be arranged with the class teacher.

SHARED LEARNING

Parents and carers will be invited throughout the school year to join their child's class for a shared learning experience. This gives families the opportunity to see learning and teaching in the classroom and talk to their children about their learning.

PARENT ORGANISATIONS

Applegrove Primary has both a Parent Council and a PTA (Parent Teacher Association). These organisations are known as 'The Friends of Applegrove'.

We strive towards promoting parent and school partnership and the Parent Council exists to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils and the local community
- report annually to the parent forum.

The PTA Committee, which is elected annually, organises social and fund-raising events throughout the year. This is a valuable resource for the school as the PTA frequently subsidises the cost of trips and theatre performances so we can widen the experiences of all children. The PTA has been responsible for organising discos, Summer, Spring and Christmas Fairs. Money raised has provided Christmas party food and prizes, subsidised buses for trips and provided teas for families attending Class Assemblies.

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.

MEDICATION

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 “Supporting Pupils with Medical Needs in Schools including The Administration of Medicines” guidance document is available at the school office.

SCHOOL IMPROVEMENT PLAN

This is produced annually in June following audits and in line with school, local and national requirements. A copy of the current session's ‘School Improvement Plan’ is available at **Appendix B**.

THE SCHOOL'S SUCCESSES

Achievements Assemblies are held monthly, where children share their certificates, medals or trophies gained at out of school activities. The local newspaper, “The Forres Gazette” is informed of school events, which they can choose to print.

We have experienced many successes and achievements as demonstrated below:

- Taking part in local sporting competitions, namely, cross country, orienteering, football, swimming, inter-school athletics and Kwik Cricket.

- Applegrove teams performed very well in the Interschool cross country competition.
- In addition to school-organised events individual pupils have enjoyed success in swimming, golf, gymnastics, music, dancing, martial arts, and various other sports. It is very encouraging to see pupils participating in wider community events.
- Cycling is always promoted. All P5 pupils complete Bikeability training and P7 cycle to Kinloss to take part in an inter-school rugby tournament.
- A five- day residential trip to Abernethy Outdoor Centre for P7 to learn and develop skiing skills.
- Harvest concerts, where local senior citizens enjoyed our musical items, and tea and refreshments afterwards. They were very appreciative of the food gifts which families donated.



Senior Citizens' Harvest
Afternoon Tea.



Trip to Abernethy.

SCHOOL AND THE WIDER COMMUNITY

At Applegrove we make good use of the local community with regular visits to Forres library.

Classes take trips as appropriate to their contexts for learning to make detailed observations of our local environment, e.g., Nelson's Tower which is part of our logo.

At Harvest time we hold a Senior Citizens' concert and tea party and invite pensioners nominated by their grandchildren.

FUNDRAISING

Fundraising activities are undertaken throughout the school year. Many of these are organised by the pupils as part of their Enterprise education. Applegrove supports school based projects as well as local, national and global organisations.



We dressed up for Sport Relief and collected donations.



Where possible, links are made to local, national and international issues. We have raised money and made donations to local charities such as the Moray Food Bank, MFR Cash for Kids, Highland Hospice and Farm Africa.

ETHOS AT APPLGROVE

Applegrove Primary is a 'solution oriented' school. (SOS) We encourage children to treat others as they would like to be treated themselves and to build positive relationships within the whole school community. Positive social interactions in the playground are also highly emphasised. A playground contract was devised by pupils and is linked to UNRC Article 31.

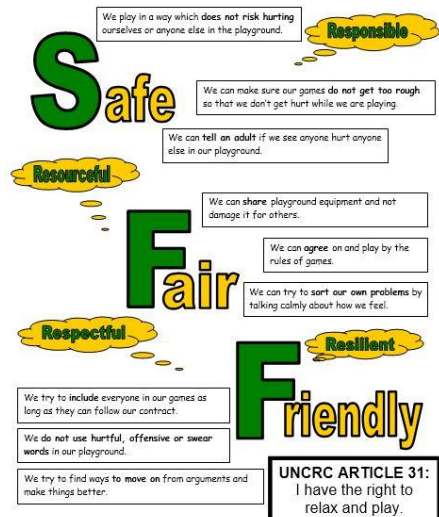
There are adult supervisors in the playground who reinforce the positive relationships ethos and positive play message. Pupils are asked to talk to an adult or teacher about anything they have not been able to resolve themselves.

On enrolment in school, each child is placed in one of four House teams. Members of the same family are placed in the same team. At the end of year, a trophy is awarded to the winning house. There are also two house sports trophies; one for the Potted Sports event held in May and the other for P4 – 7 sports.



Each year P6 volunteers are trained to become SFF Officers (Safe, Fair, Friendly) and P1 Buddies so they are able to support younger children in the playground.

Our Playground Contract



PROMOTING POSITIVE BEHAVIOUR

At Applegrove Primary School effective relationships are built on our core values: Respectful, Responsible, Resilient and Resourceful. All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

We understand that relationships are key. Our nurturing and inclusive approach is our driver for how we support our children. We are committed to Restorative Practice and we aim to enable both staff, children and their families to resolve their own conflicts restoratively.

It may not be appropriate to contact parents for every small incident, but parents will be contacted immediately if a pattern of unexpected behaviour continues.

Staff at Applegrove greatly value the support and understanding of parents in creating a partnership which will successfully sustain positive relationships throughout the whole school community.

BULLYING

Bullying is seen as the unjustified display of aggressive verbal or physical behaviour on the part of one individual or group towards another. This can be in the form of:

- Hitting and kicking
- Name calling
- Threatening
- Excluding from games and stopping other children from playing with them

We encourage children that if they are being bullied they must tell an adult in school on the day that it happens so it can be dealt with before the other child goes home. Both school staff and parents are advised to take considerable care and judgement when responding to incidents of bullying.

As part of the Health and Wellbeing programme all teachers ensure lessons help children understand what bullying is and how to deal with situations where they are made to feel uncomfortable because of someone else's behaviour.

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

SANCTIONS

Our policy is to encourage children to be honest about their role in any situation and we emphasise that if we withhold the truth we can only make a bad situation worse for everyone involved.

We believe in a restorative approach towards behaviour management as detailed in our 'Building Positive Relationships Policy', but where this fails sanctions will be enforced.

- Advice and support will be sought from our Additional Support Needs teachers
- Indoor supervision at break times may be necessary
- Regular meetings between school staff and parents will be arranged
- Health and other appropriate agencies may be contacted
 - Exclusion from school may be necessary (in accordance with Education policy)

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

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, therefore, the framework for all learning at Applegrove.

Curriculum for Excellence is not a 'one size fits all' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and there are plans already in place for parents across the country to have access to Glow in due time.

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

<http://www.LTScotland.org.uk/Parentzone>

<http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>

<http://www.educationscotland.gov.uk/parentzone/resources/index.asp>

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, 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.

CURRICULUM LEVELS

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

- **Early Level** - pre-school through to 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 Levels** - Secondary 1 - 3.
- **Senior Phase** - Secondary 4 - 6.

As a very general guide, children are expected to be at Second Level, and beginning to learn and develop at Third Level, as they make the transition from Primary into Secondary Education.

Children and young people progress through these levels at their own pace; and naturally, some 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 Curriculum for Excellence outcomes and experiences. Children learn at different rates and teachers plan carefully to meet their needs so that they develop skills and attitudes which ensure appropriate challenge and progression.

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using interesting contexts for learning e.g. Food Wars,

Marvellous Me, Ready, Steady Grow, etc. This helps children to develop their literacy, numeracy and team working skills in relevant and meaningful ways. The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is a sign of full understanding.

Ultimately, Curriculum for Excellence aims to improve children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens.

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.

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge in addition to developing skills and understanding. The following website page has more information on other subjects and knowledge covered by the curriculum:

<http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

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

At the beginning of each term, parents receive proformas explaining the specific work to be covered by the class.

Following 'Teaching in the 21st Century' all teaching staff from P4-7 are entitled to 2½ hours per week non-class contact-time for preparation, marking and development work. Visiting Specialists and specific supply teachers are timetabled to take the class while the teacher is not present.

Our curricular programmes and policies are reviewed by staff at staff meetings and on In-Service Closure days twice a year.

Aspects of Literacy, Numeracy and Health and Wellbeing are addressed across the curriculum and are the responsibility of all staff in the school.

INTERDISCIPLINARY LEARNING

Engaging learning contexts provide opportunities to develop a range of skills in, for example, language, mathematics, designing and making music. It provides for child-centred learning experiences, for observing, investigating and researching and for recording findings and feelings.

Through these studies we encourage each child to develop a desire to know more about his/her world and train him/her in the skills he/she needs to interpret it. Four or more main contexts for learning are covered in each year and care is taken to ensure that there is a balance and progression in the components covered as the children pass through primary school.

As well as Literacy, key knowledge and understanding in these curricular areas are covered in the contexts:

- Social Studies – traditionally History and Geography but also including business and the economy and Scotland's place in the world as part of Global Citizenship.
- Science – Forces, Materials, Planet Earth.
- Technology – Computer Skills, Design, Business, Food and Textiles

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.

At Applegrove, classes study aspects of the local environment, for example: Our Healthy Community, Farming, Minibeasts, Victorian Forres. When possible, visits are made to places of local interest and visitors are invited to talk to children about their work, travels and memories.

On occasions this means the school has to hire a bus to transport the children to various locations. At these times a contribution may be asked for to cover part of the cost, while the PTA subsidises the remainder.

From Primary 1 onwards, children have an opportunity to use our purpose-built ICT suite weekly. At the time of enrolment, parents will be asked to complete our media form to allow the children to use the computers in school.

PLAY

Play is acknowledged as an essential part of the primary curriculum, particularly at the early stages where it could be described as a child's 'work'. It provides a focus for children to explore, and to learn about sharing materials and ideas. Encouraging children to be curious helps them to gain an understanding of their world. The ways in which children learn through play are discussed more fully at the P1 induction evening.



We play lots of games in our classroom and it helps us learn about loads of new things.



LITERACY

In this area we concentrate on four components

- Listening & Talking
- Reading
- Writing

Listening and Talking: Much of our present day communication is through speech and it is important that our children are able to express themselves confidently and fluently. Time is devoted to various skills:

- clear pronunciation of words and correct grammar
- talking in groups
- conveying information, instructions and directions
- talking about experiences, feelings and opinions
- talking about texts



Reading: The reading scheme introduced in P1 is Collins Big Cat. Children are given keywords to learn to build up a sight vocabulary. The first books sent home have no words to help encourage each child to share the story with an adult at home. Children work in ability groups for reading and each child progresses at a pace they can cope with.

Non-fiction books are introduced during Primary 1 to help the children understand that reading can be for a variety of reasons.



Due to classwork, some children can recite books they take home. Teachers will provide activities to help concentrate on specific keywords and sounds, and to focus on understanding the story. Reading homework is given throughout the school.

Through the use of a variety of reading materials we aim to develop in our children an interest and enjoyment in books. By exploring a range of types of text, children will develop understanding of language.

Our books are centrally-stored in two libraries. Those available for P4-7 are coded under the Dewey system. The use of the library is an important part in the development of reading for enjoyment and information. Children have ready access to our stock of fiction and non-fiction books and are encouraged to take these books home to read. We follow a library skills programme to stimulate and maintain interest in reading, and a proportion of class time is given to reading for enjoyment. Information skills are taught to class groups and practised when children locate and use books in the school and Forres Library.

We welcome the involvement and support of parents in helping to develop reading skills, for example, by making reading a pleasurable shared experience, hearing reading, sharing interest in books and magazines and making visits to the Public Library.

Writing: In the early years the school uses Foundations of Writing strategies. Children draw pictures using black pens and are encouraged to include as much detail as possible. Over time, they learn the links between detailed drawings and full information given in their own story writing – the more detail they give in their writing the more the reader understands the message they are trying to convey.

To help develop writing skills, teachers will make links with the reading books as well as other texts such as letters, recipes and leaflets. In time children will learn to write in a variety of styles for different purposes.

Spelling: In early stages the children use the Jolly Phonics scheme which is a multi-sensory approach to learning sounds. They will then progress to use the Jolly Grammar and Spelling Made Easy schemes.

All children are encouraged to use a variety of strategies to help them learn spelling patterns and common words which don't follow the usual spelling rules.

Handwriting: Although there is less emphasis on producing handwritten work, there is still a place for learning to write legibly.

Throughout the school emphasis is placed on the development of a fluent style. Research has shown that pupils with a fast and legible style of handwriting have a higher standard of spelling and written English. Children who come from other schools and who have been taught a different style of writing will not be expected to change if their own style is legible and can be written comfortably at speed. We encourage our pupils to take pride in the presentation of their work across the curriculum.

NUMERACY



Numeracy plays an important part in our everyday lives and in specific contexts such as science, technology and industry. We aim to encourage our children to develop confidence in using and applying mathematics and to solve problems in real life situations.

As well as mental maths and number skills, children will learn to solve problems using measure, money and time. Creating and interpreting graphs will link closely to context work. Children will investigate the properties of shape.

In our Numeracy teaching we use a variety of materials, text books, cards and computer programs. Mathematical games and interactive activities are used to learn basic facts and also to give repeated practice. Mental agility in recall of number facts is an essential tool in Numeracy. Teachers focus on developing in the children strategies to use known number facts mentally before progressing to standardised written methods. Parental help in the learning of number facts, tables, calendar facts, etc. is welcomed.

RELIGIOUS AND MORAL EDUCATION

We help children reach an understanding that the world is made up of people who follow different religions or no religion at all. Through this we teach the concept of tolerance.

Our RME programme has three main components:

- Christianity
- Other World Religions
- Development of Beliefs and Values

Class Teachers include social, moral and religious education within ongoing class themes and the ethos of the school is aimed towards developing appropriate social and moral standards.



Sharing learning about Islam.

Observance

Assemblies are held weekly led by the Head Teacher, Depute Head Teacher, or pupils.

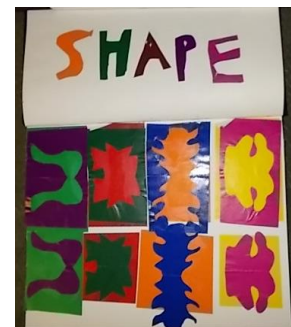
The themes of these assemblies vary but are usually seasonal, Biblical, School Values based, associated with festivals or famous people.

Three times a year the school attends a service in St Leonard's Church which is always well-supported by parents and friends.

Parents are asked to indicate on the Enrolment Form if they wish their child to be withdrawn from Religious Education and arrangements are made should they wish to do so.

EXPRESSIVE ARTS

- Art and Design
- Drama
- Music
- Dance



Applegrove Primary School emphasises the important role of the Expressive Arts in the education of all pupils.

These encourage the children to explore and present their own ideas. Much of the class work in the Expressive Arts in Applegrove is delivered through the class context for learning.

We are pleased to have Visiting Specialists in Music and Physical Education. Sometimes Specialists work on a "block system" where they teach one class for a certain number of weeks to build up a bank of skills.

HEALTH & WELLBEING

Our health and wellbeing policy is a direct result of parents, pupils, teachers and support staff working together. This covers the elements of mental, emotional, social and physical wellbeing.

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 healthy children.



Our Personal and Social Education programme develops in the children the ability to be respectful, responsible, resourceful and resilient. Children are taught to work cooperatively in groups with specific roles for each individual in preparation for life.

All children are a member of a Council or Committee such as:

- School Council
- Health
- Eco
- JRSO (Junior Road Safety Officers)
- Fair Trade
- Outdoors
- Heritage

Each child receives two PE lessons a week. At Applegrove we promote positive attitudes towards the benefits of physical activity. As well as our Visiting Specialist for PE, class teachers and outside agencies provide a wealth of experiences and opportunities to encourage children to try a variety of sports and activities.

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:

- Technological development in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics



VARIED LEARNING METHODS

There are a variety of ways in which learning opportunities may be presented to children. The CfE represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth.



Examples of how children will learn differently are:

- **Using technologies**
Find, research, communicate, create and present.
- **Active Learning**
Being actively engaged in the learning task, whether mentally or physically.
- **Cooperative Learning**
Encouraging thinking and talking together to discuss ideas and solve problems. Learning from each other.
- **Interdisciplinary Learning**
Using links between different areas of learning to develop, reinforce and deepen understanding.
- **Outdoor Learning**
Making use of the outdoor environment and surrounding community.



SKILLS

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

- **Higher order skills** - thinking about complex issues, problem solving, analysis and evaluation and creativity.
- **Critical thinking skills** - making judgements and decisions, communicating, co-operating with others, self organisation.

Important themes are Enterprise, Global Citizenship and Sustainable Development.

ASSESSMENT

At Applegrove, teachers promote a wide range of formative and summative assessment strategies. These include teacher assessment and pupils peer assess each other's work, as well as their own.

Our aim is to identify the strengths and areas for development of each child in order to improve their attainment. Effective assessment can ensure that teaching is closely matched to the needs of the children to maximise their learning.

Primary 1, 4 and 7 pupils complete SNSA tests in Reading, Writing and Numeracy. These diagnostic assessments are used as an internal tool in the school to support the teacher's assessment of the children's learning needs. It also checks the child's progress over the year.

ADDITIONAL SUPPORT NEEDS (ASN)

We recognise that additional support may be needed for a variety of reasons; sometimes long term and sometimes to catch up a child who has been absent or has been affected by a bereavement. Some pupils require additional support to allow them to move on at a faster pace than the rest of the class because of a particular ability.

When it is felt that any pupil has specific learning difficulties ASN teachers may be asked to make a more detailed assessment. Part of this procedure involves parental contact. If it is agreed by the school and the parents a referral may be made to the Educational Psychologist. Following assessment, an individual programme may be devised by the class teacher, ASN teacher and the Educational Psychologist in consultation with parents.

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. Some children will have an **IEP** (Individualised Educational Programme) devised for them. This will be devised by the class teacher and support for learning staff. The IEP will be shared with parents and the programme will be monitored and updated on a regular basis. Staff also work in partnership with other agencies. e.g., Speech and Language Therapy, Educational Psychology Department.

Support for Learning teachers may work with a child, or group of children, in the classroom and sometimes children are withdrawn for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer term requirement. Children requiring extra help, may also be supported in the additional support needs base. Extra help can be provided for literacy, numeracy, personal, social and emotional, and behavioural needs.

Parents who have concerns about their child's progress should make an appointment to discuss the matter with the class teacher in the first instance.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. 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>

SPECIAL EDUCATIONAL NEEDS

Applegrove has a Special Educational Needs Base for Enhanced Provision. Children who need to access its facilities may also be given the opportunity to go riding or swimming, attend a gymnastics club, be involved in therapy groups or speech and language sessions.

The integration of children with special educational needs adds to the strength of Applegrove for all children, who benefit from a policy of inclusion. Although needs are varied, the benefits of integration can be seen across the school in a variety of situations. Auxiliary support is provided for some children to enable them to take an active part in the social and educational life of the school.

WATER BOTTLES

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. Children are asked to bring a named, clear water bottle to school.

MEAL ARRANGEMENTS

At Applegrove our delicious two course lunches are prepared on the premises. A choice of three main courses and vegetables is available with soup or dessert. This dessert may be a cooked dish but there is also a choice of fresh fruit and yoghurt.

As an alternative to a traditional meal, and for the same price, pupils may have a cold lunch which consists of various sandwiches, savouries, a cold sweet and a carton of fruit juice.

Meals for P1-3 children are free. The canteen now operates a cash free system and P4-7's lunches must be purchased through the IPay system.

There is a six-week Moray Council menu which parents are given on the child's first day at school. These menus are also displayed on the notice boards in the playgrounds.

Pupils may bring their own packed lunches.

In view of the fact that there are pupils in the school who may have severe allergic reactions to certain foodstuff, all pupils are advised that they should not share, taste or handle snacks or lunches from other pupils. It is also for this reason that Applegrove promotes a no-nut environment.

All children are encouraged to eat a balanced meal without being forced to eat what they do not want. You will be informed if your child does not eat their meal.



UNIFORM

Applegrove pupils are encouraged to wear school uniform and we welcome the support of parents in maintaining our high standards.

Visitors to our school comment favourably on the smart appearance of our pupils. The wearing of uniform also means there are no issues of teasing or competitiveness around fashion.

Uniform consists of:

- grey trousers, skirt or pinafore
- white shirt or polo shirt
- bottle green jumper/sweatshirt or school sweatshirt with the Applegrove logo
- school tie (optional)
- Summer dress in green and white check or stripe (optional)

School sweatshirts, fleeces, polo shirts, summer dresses, ties and PE kit and name tapes can be ordered from the school office.

House T-shirts

Bruce	-	Green
Douglas	-	Blue
Stuart	-	Red
Wallace	-	Yellow

It is helpful if pupils have an outdoor PE kit which consists of tracksuit / jogging bottoms and a warm top to wear over their house T shirt.

Each term we collect a huge amount of lost property. We ask parents to check that names are placed in all items of clothing children are likely to remove so that stray items can be returned to class.

Lost property can be collected from the front foyer.

NOT PERMITTED

We also make a clear statement of what is not permitted. These are clothes which are more suited to leisure wear, or which suggest a lack of identity with the school. The following items come into these categories:

- Any kind or colour of denim jeans or equivalent
- Football scarves or logos, or T-shirts with slogans likely to cause offence or create unhealthy rivalry
- Clothing bearing logos other than Applegrove's
- Rings with raised settings and earrings other than small studs
- Hoodies

Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms. While uniform is on sale from the school office, Tesco also have the school logo and sell sweatshirts and polo shirts to those who wish to order online.

TRANSPORT

Any child living more than two miles from the school is entitled to transport if the family live in the school's catchment area. Children living outwith the zone are not entitled to transport.

To claim entitlement, please refer to **Appendix A** for information on how to request an application form.

Bicycles

Bikeability (Previously Cycling Proficiency) training is provided each year so long as there are enough parent helpers. This programme starts in P3 with level 1. Level 2 is introduced in P5. RoSPA recommends that any child cycling to school unaccompanied by an adult has passed the Bikeability 2 Test. A child has to be nine years of age to participate in training for the test. Any child may cycle to school provided that:

- Parents or guardians forward a letter to the school accepting full responsibility for the child's safety on the journeys to and from school.
- Parents are responsible for the condition of their child's bicycle.
- On entering the school grounds by a pedestrian entrance, pupils must walk beside their bicycles to ensure the safety of others in the playground.
- Bicycles are taken to school at their owner's risk.
- Bicycles placed in the bike shed are secured by a chain.
- They wear a helmet. (it is advisable to name this)

The school is unable to accept responsibility for bicycles and space for parking is limited.



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 15/10/2019

Moray Council A-Z

Active Schools	Telephone:	01343 563890
	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Website:	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance 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)
	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 Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Racial Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html

