

Applegrove Primary School



Handbook 2023-2024



Inspire, Include, Improve



Date of Issue: 1st December 2023

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

Ambitious to **Achieve Excellence** *Together* ¹

INTRODUCTION

Head Teacher	Miss Heather Murray
Depute Head Teacher	Mrs Arlene Hunter
Depute Head Teacher	Mrs Katie Lockhart
School Telephone Number	01309 672367
E-mail	admin.applegrovep2@moray-edunet.gov.uk
School Website	www.applegrove.moray.sch.uk
Twitter Account	@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	12:30-1.25pm
School Closes	3.15 pm

Service Aims -

The Service Aims are available from the internet at:-
www.moray.gov.uk/moray_standard/page_43612.html

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.

School calendar: 2023-2024

Autumn

In-Service Closure: Monday 14 August 2023

Term starts: Tuesday 15 August 2023

Term ends: Friday 6 October 2023

Autumn holiday: Monday 9 October 2023 - Friday 20 October 2023

Winter

Term starts: Monday 23 October 2023

In-Service Closure: Monday 13 Nov 2023

In-Service Closure: Tuesday 14 Nov 2023

Term ends: Friday 22 December 2023

Christmas holidays: Monday 25 December 2023 - Friday 5 January 2024

Spring

Term starts: Monday 8 January 2024

Mid-term holiday: Friday 9 & Monday 12 February 2024

Term ends: Thursday 28 March 2024

Spring holiday: Friday 29 March 2024 (Good Friday) - Friday 12 April 2024

Summer

Term starts - Monday 15 April 2024

May Day Holiday: Monday 6 May 2024

In-Service Closure: Thursday 16 May 2024

In-Service Closure: Friday 17 May 2024

Term ends: Friday 28 June 2024

Please note that Applegrove Primary School is within the Forres Associated School Group (ASG) and will have an extra day of holiday on Tuesday 13 February 2024.

School Term Dates are available on the internet at The Moray Council and can be found on the following link - http://www.moray.gov.uk/moray_standard/page_55829.html

Contents Page

INTRODUCTION.....	2
School Security.....	2
School calendar: 2023-2024	3
Welcome from the Head Teacher	8
Vision and Values at Applegrove	9
Curriculum Levels.....	12
Key areas of Education.....	13
Assessment	15
Religious and Moral Education	20
Varied Learning Methods.....	21
Enrolment and Transferring	22
New Pupils.....	23
Transfer from other schools.....	23
Transition from Primary 7 to the Academy	23
Contacting Applegrove Primary	24
Reporting Absence	24
Family Holidays during term time.....	24
School Telephone Information Line	24
Reporting to Parents/Carers	25
Shared Learning.....	25
Reporting to Parents/Carers.....	25
Concerns and Complaints.....	25
Parent Organisations	26
Information for Parents and Carers.....	27
Medication.....	27
School Improvement Plan (SIP)	27
Fundraising Opportunities at Applegrove.....	28
Buddies at Applegrove.....	29
Promoting Positive Behaviour at Applegrove Primary	30
Bullying.....	30

Sanctions	31
Additional Support Needs (ASN).....	32
Special Educational Needs	Error! Bookmark not defined.
Meal Arrangements.....	34
Uniform.....	35
Not Permitted	36
Data protection.....	38
Privacy Statement.....	38
Named Person.....	41
Pupil use of the internet	41
APPENDIX A.....	42
APPENDIX B.....	42

Applegrove Primary School - Staff List - January 2024

Senior Leadership Team

Head Teacher - Miss Heather Murray
Depute Head Teacher - Mrs Arlene Hunter
Depute Head Teacher - Mrs Katie Lockhart
Principal Teacher (Additional Support Needs) - Mrs Ruth White

Class Teachers

P1 - Mrs Louise Hamilton
P2 - Mrs Katie Ralph
P3 - Miss Emma Dunbar (Mon-Wed) Mrs Claire Brown (Thurs-Fri)
P3/4 - Miss Paula Kosyn
P4 - Mrs Sharon Wilson
P4/5 - Miss Nancy-Lee Brown
P5 - Mrs Heather MacIver (Mon-Wed) Mr Own Crews (Thurs-Fri)
P6Ma - Miss Emily Makin
P6 - Mrs Arlene Hunter (Mon and Tues) Mrs Kathryn McRitchie (Wed-Fri)
P7S - Mr Alasdair Saville
P7H - Mrs Catriona Horne

Additional Support Needs Teachers

Mrs Erin Fraser
Mrs Marisa Christie

Visiting Specialists

Music Mrs Laura Norman

Music Instruction

Ukulele Alison Gillies

School Administrator

Mrs Kirsten Allan

Janitor

Mr Stuart Dickson

Pupil Support Assistants

Mrs Anne Marie Whiting
Mrs Adeline Fawcett
Mrs Leonie Anderson
Mr Spencer Manclark
Mrs Alison Black
Mrs Emma Witkowski
Mrs Pipp Judd
Mrs Natalia Fraser
Mrs Angela Hendry
Mrs Kelly Miller
Mrs Mel Garrow
Miss Katie Lyne
Mrs Caroline Ross
Mrs Susan Galbraith
Mrs Jill Hampson
Mrs Jessica Warden
Mrs Claire Stephen
Mrs Katarzyna Bobrus
Miss Ashleigh Milne
Mrs Andeli Souter
Miss Emma Allan
Miss Lucy Rendall
Miss Lauren Spencer
Mrs Emily Hoskins
MRs Shona Spencer

Catering Staff

Cook and supervisor - Olga Xyvorova
Assistant Cook - Miss Michelle Stalker
Catering Assitants -
Mrs Lorna Stalker
Mrs Lucy Fraser

Police Liason Officer

PC Stephanie

Classroom Assistants

Mrs Alex Ellwood
Ms Charlotte Rolph
Mrs Emma Witkowski

Children's Supervisor

Mrs Claire Stephen

Cleaning Staff

Mrs Rebecca Drysdale
Mrs Christine MacPhee
Mr Tom Salway

Welcome from the Head Teacher

20th December 2022

Dear Parent/Carer,

Welcome to Applegrove Primary School where we pride ourselves on our vision:-

'Applegrove is an inclusive, nurturing school where everyone grows and learns together'

At present we have 12 classes and an inclusive Enhanced Provision.

I am delighted that you have chosen to look at our handbook and hope you find this informative.

Please feel free to get in touch with us should you require more information.

I very much look forward to meeting you.

Heather Murray (Head Teacher)

Kindness

Honesty

Respect

Inclusive

Vision and Values at Applegrove

Our Vision

Applegrove is an inclusive, nurturing school where everyone grows and learns together.

Values

Our Values are principles, which drive our positive relationships at Applegrove. We reflect on these during weekly assemblies and celebrate our achievements with these values through our Apple Achievement Award assemblies. These values help to influence our actions and attitudes. We asked some Primary 7 pupils what the different values mean to them -



"Applegrove is an inclusive school, teachers include all children and pupils are very welcoming to others joining in games and learning at the school. We have great facilities and access for all pupils."



"Applegrove Primary is a very honest school, the pupils are honest by giving clear recounts of tricky situations and teachers show honesty by treating all pupils as individuals"



"Respect is one of the four values at Applegrove, pupils show this by listening to their peers and teachers when asked to. Teachers show respect by being fair and treating us equally."



"Applegrove shows kindness in a number of ways, simply just saying hi in the corridor or giving a hand in the playground. The teachers will also support us if we are upset or have any problems."

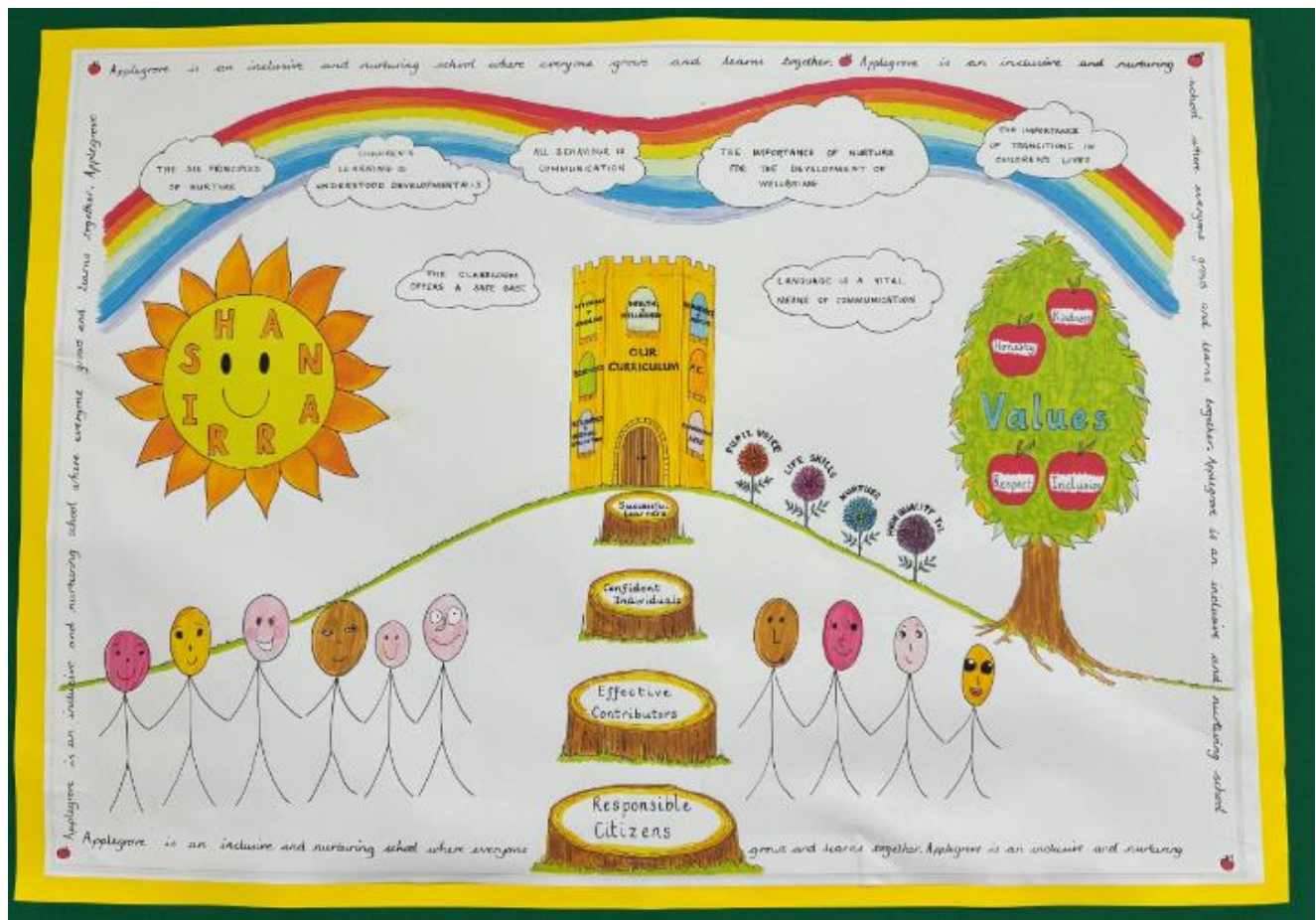
Curriculum Rationale

We are in the process of refreshing our Curriculum Rationale at Applegrove Primary. Our staff team are working hard to collate views from all partners to our school community to ensure that our curriculum is relevant, progressive and exciting for our learners. Our rationale provides a context for what we teach at Applegrove and why we teach it.

"Everything we learn today prepares us for tomorrow."

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.

Parents/Carers were invited to a launch of our new Curriculum Rationale led by the Pupil Council in October 2023. Please see a visual which is readily accessible at the front entrance to our school.



Curriculum for Excellence

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																								
<table border="1"> <tr> <td>I like to learn </td> <td>I do my best </td> <td>I am good at listening </td> </tr> <tr> <td>I can read different things </td> <td>I can use numbers </td> <td>I am creative </td> </tr> <tr> <td>I can use technology </td> <td>I can check my work </td> <td>I can learn anywhere </td> </tr> <tr> <td>I can work alone </td> <td>I think about what I know </td> <td>I can work things out </td> </tr> </table>	I like to learn 	I do my best 	I am good at listening 	I can read different things 	I can use numbers 	I am creative 	I can use technology 	I can check my work 	I can learn anywhere 	I can work alone 	I think about what I know 	I can work things out 	<table border="1"> <tr> <td>I like myself </td> <td>I am happy and healthy </td> <td>I understand right and wrong </td> </tr> <tr> <td>I have ambitions </td> <td>I like being with others </td> <td>I am active </td> </tr> <tr> <td>I know what I do affects others </td> <td>I ask for help when I need it </td> <td>I can do things for myself </td> </tr> <tr> <td>I make careful choices </td> <td>I keep myself safe </td> <td>I am good at things </td> </tr> </table>	I like myself 	I am happy and healthy 	I understand right and wrong 	I have ambitions 	I like being with others 	I am active 	I know what I do affects others 	I ask for help when I need it 	I can do things for myself 	I make careful choices 	I keep myself safe 	I am good at things
I like to learn 	I do my best 	I am good at listening 																							
I can read different things 	I can use numbers 	I am creative 																							
I can use technology 	I can check my work 	I can learn anywhere 																							
I can work alone 	I think about what I know 	I can work things out 																							
I like myself 	I am happy and healthy 	I understand right and wrong 																							
I have ambitions 	I like being with others 	I am active 																							
I know what I do affects others 	I ask for help when I need it 	I can do things for myself 																							
I make careful choices 	I keep myself safe 	I am good at things 																							
Responsible Citizens	Effective Contributors																								
<table border="1"> <tr> <td>I care about others </td> <td>I know about the world </td> <td>I know about Scotland </td> </tr> <tr> <td>I know about different beliefs </td> <td>I am learning about people from other lands </td> <td>I make good choices </td> </tr> <tr> <td>I think about technology </td> <td>I can think about difficult things </td> <td>I know how to behave </td> </tr> <tr> <td>I know to work hard to improve </td> <td>I follow the rules </td> <td>I care for my environment </td> </tr> </table>	I care about others 	I know about the world 	I know about Scotland 	I know about different beliefs 	I am learning about people from other lands 	I make good choices 	I think about technology 	I can think about difficult things 	I know how to behave 	I know to work hard to improve 	I follow the rules 	I care for my environment 	<table border="1"> <tr> <td>I have good ideas </td> <td>I keep on trying </td> <td>I can communicate in different ways </td> </tr> <tr> <td>I can share my ideas </td> <td>I can be the leader </td> <td>I can solve problems </td> </tr> <tr> <td>I can answer questions </td> <td>I can work with a partner </td> <td>I believe in me </td> </tr> <tr> <td>I like to be busy </td> <td>I can work in a team </td> <td>I help others </td> </tr> </table>	I have good ideas 	I keep on trying 	I can communicate in different ways 	I can share my ideas 	I can be the leader 	I can solve problems 	I can answer questions 	I can work with a partner 	I believe in me 	I like to be busy 	I can work in a team 	I help others
I care about others 	I know about the world 	I know about Scotland 																							
I know about different beliefs 	I am learning about people from other lands 	I make good choices 																							
I think about technology 	I can think about difficult things 	I know how to behave 																							
I know to work hard to improve 	I follow the rules 	I care for my environment 																							
I have good ideas 	I keep on trying 	I can communicate in different ways 																							
I can share my ideas 	I can be the leader 	I can solve problems 																							
I can answer questions 	I can work with a partner 	I believe in me 																							
I like to be busy 	I can work in a team 	I help others 																							

Curriculum at Applegrove

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.

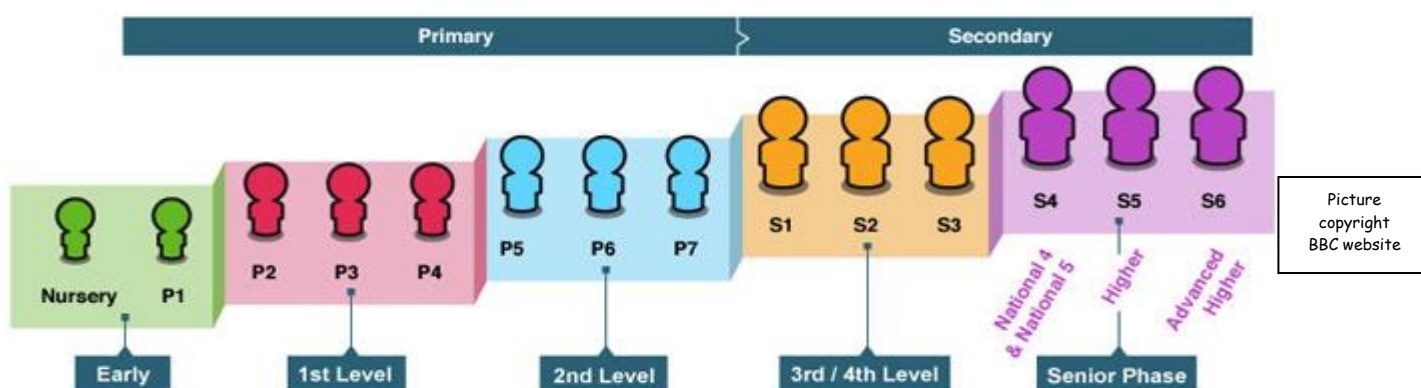
You can access further information about the curriculum and supporting your child on:

- <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. These are:



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.

At the beginning of each term, parents should receive a proforma detailing the specific learning to be taught in the class.

Key areas of Education

Literacy across learning,


Numeracy across learning and

Health and Wellbeing across learning

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

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

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

The Seven Principles -	The Eight Curriculum Areas –
	<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

Applegrove Learning Cycle

After moderation with the staff and pupils we have created the Applegrove Learning Cycle which is visible in every classroom across the school. This details the expectations for each lesson so that children are aware of what they are learning and what they need to do in order to be successful.



Interdisciplinary Learning

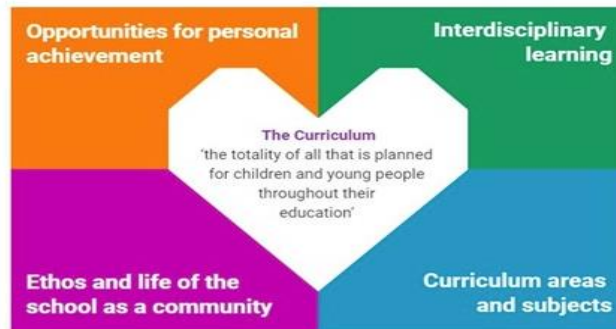
Interdisciplinary Learning sits within one of the 4 contexts which help to form our curriculum at Applegrove (please see graphic below). Engaging learning contexts provide opportunities to develop a range of skills in, for example, language, mathematics, designing and making music. It provides for child-centred 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.



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.

Literacy

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 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.

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.

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.

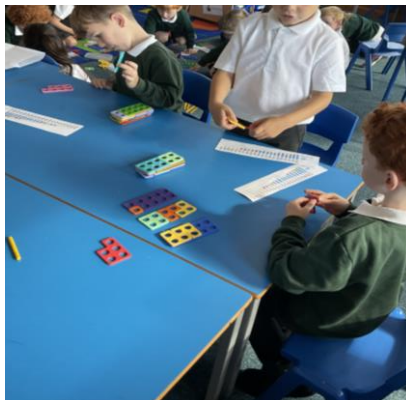
Throughout the school emphasis is placed on the development of a fluent style. Research has shown that pupils with a fast and legible style of handwriting have a higher standard of spelling and written English. Children who come from other schools and who have been taught a different style of writing 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 and Mathematics

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.



Here we are learning through play using numicon to help us.

Health and 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 represented by a pupil member in the Pupil Council and Rights Respecting Schools Committee.



Each child is entitled to two hours of PE every week. At Applegrove we promote positive attitudes towards the benefits of physical activity.

Religious and Moral Education

Religious and Moral Education Religious Education takes account of knowledge and understanding of Christianity and other World Religions and aims to allow children to recognise religion as an important expression of human experience. Children are encouraged to appreciate moral values such as honesty, liberty, justice, fairness and concern for others, and to investigate and understand the questions and answers that religions can offer about the nature and meaning of life.

At other times the Head and Depute Head Teachers, visitors to school as well as classes and individual children lead assembly. Moral Education reinforces the school ethos concentrating on consideration for others and the value of kindness.

Religious observance

Whilst Religious Education is required by Statute to form part of the curriculum, parents have the right to withdraw their children from religious observance on written notification of the same to the Head Teacher and alternative arrangements can be made.

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.

Outdoor Learning

Making use of the outdoor environment and surrounding community.



Interdisciplinary Learning

Using links between different areas of learning to develop, reinforce and deepen understanding.



Cooperative Learning

Encouraging thinking and talking together to discuss ideas and solve problems. Learning from each other.



Using technologies

Find, research, communicate, create and present.



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.

From April, Mrs Lockhart (Depute Head Teacher) will arrange to visit all of our feeder nurseries to meet with staff and prospective pupils for the school. There will be a transition programme of events where you and your child will have opportunities to visit the school.

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

Where appropriate, an enhanced transition programme can be offered to some of our learners to ensure a positive start to their school journey.



Literacy and Construction corners in Primary 1

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.

Transition from Primary 7 to the Academy

At the end of Primary 7, pupils move onto their secondary education. Most children at Applegrove move onto Forres Academy. Mrs Hunter (Depute Head Teacher) will work closely with the P7 teachers and liaise with Forres Academy staff to ensure there is a robust transition for our pupils. 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.



Head Teacher: Mrs Jan Sinclair
Tel: 01309 672271
Address: Forres,
Morayshire IV36
Email Address -
[admin.forresacademy@moray-
edunet.gov.uk](mailto:admin.forresacademy@moray-edunet.gov.uk)

Contacting Applegrove Primary

Applegrove has one full time school administrator: Mrs Kirsten Allan. The office has an administrator present from 8.30am 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.



Reporting 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 should kindly inform the school about dates for any such holidays.

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

Reporting to Parents/Carers

Please see below a draft calendar of events for a typical school year. Please note that children, particularly in P4-7, are encouraged to be part of their parents evening appointment. You will see that you will receive a Summative report in term 3 which will highlight your child's strengths and next steps.

Term 1 (Aug-Oct)	Term 2 (Oct-Dec)	Term 3 (Jan - April)	Term 4 (April - July)
Meet the teacher Open Afternoon to share learning	Parents Evening	Summative Report for your child	Parents Evening

Throughout the year, parents may be invited to discuss their child's progress. We operate an open door policy at Applegrove and parents/carers 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 optional shared learning experiences. This provides families with the opportunity to see learning and teaching in the classroom and talk to their children about their learning.

Parental Involvement

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.

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. Please feel free to get in touch via phone call or email to the school office if you have a matter that you would like to discuss. If any issues remain unresolved then an appointment can be made with a member of the Leadership Team. Please note that Mrs Lockhart is the Depute Head Teacher responsible for P1-4 pupils and Mrs Hunter is the Depute Head Teacher responsible for P5-7 pupils.

Parent Organisations

Applegrove has an active and enthusiastic Parent Council that works hand in hand with Applegrove to deliver projects and assist with school matters where it can. The Parent Council is there to represent and support parents and carers and to be a link between parents and the school. It is run by the parents of pupils at Applegrove (known as the parent forum) and not by the school or Moray Council. All parents of pupils at Applegrove are automatically members of the parent forum. They are both welcomed and encouraged to share their views and to get involved in the running of the Parent Council. The Parent Council would love to hear from you!

The Parent Council's overall aim is to help make Applegrove the best school it can be and provide the best education it can to all pupils.

The Parent Council may get involved in:

- discussing (and, if needed, acting on) issues of interest to parents, such as school policies;
- helping parents to support their child's learning and education;
- making sure that parents get the information they need in the format that suits them best;
- giving Applegrove feedback on parents' views; and
- building and maintaining positive relationships between the school, Moray Council and families.

There are a few areas the Parent Council must be involved in and these are:

- the appointment of senior staff, for example, the recruitment of a new Headteacher;
- any inspection of the school; and
- the development of the School Improvement Plan and Standards & Quality Reports. These are documents that show how Applegrove plans to improve and change each year and how it operates.

The Parent Council is pleased to have an active events and fundraising team. This committee is an autonomous team aimed at identifying, managing and executing events designed to raise money for the school and promote community spirit. The events team also supports transport for school activities where it can and generally supports the initiatives of the school in line with the School Improvement Plan.

If you would like to be involved in the Parent Council, you can contact us on applegrovepc@gmail.com. We'd be delighted to hear from you.



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 Administration of Medicine in School and 'Applegrove Primary School medicine Protocol' are available from the school office.

School Improvement Plan (SIP)

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.**

Wider Achievements at Applegrove

Wider achievements are celebrated in class and as part of whole school assemblies. The local newspaper, "The Forres Gazette" are 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.
- Our Uniform Recycling Eco team have promoted upcycling uniform; creating posters and organising uniform stalls for parents/carers.
- In addition to school-organised events individual pupils have enjoyed success in swimming, golf, gymnastics, music, dancing, martial arts, and various other sports.

- 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 four day residential trip to Crieff Outdoor Centre is planned for P7, in May, to learn and develop their team building skills before their transition to the Academy after the Summer.
- 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.

Fundraising Opportunities at Applegrove

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 performed our nativity songs for the public at our local Tesco's. We raised over £100 for a local charity - 'MFR Cash for Kids.'

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

Our Ethos at Applegrove

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 closely to UNRC Article 31 and our school values; kindness, honesty, being inclusive and respectful.

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.

Our Playground Contract

Safe

We play in a way which does not risk hurting ourselves or anyone else in the playground.

Responsible

We can make sure our games do not get too rough so that we don't get hurt while we are playing.

Resourceful

We can tell an adult if we see anyone hurt anyone else in our playground.

Fair

We can share playground equipment and not damage it for others.

Respectful

We can agree on and play by the rules of games.

Resilient

We can try to sort our own problems by talking calmly about how we feel.

Friendly

We try to include everyone in our games as long as they can follow our contract.

We do not use hurtful, offensive or swear words in our playground.

We try to find ways to move on from arguments and make things better.

UNCRC ARTICLE 31:
I have the right to relax and play.

Houses

On enrolment in school, each child is allocated one of the 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.

Wallace	Stuart	Bruce	Douglas
---------	--------	-------	---------



Buddies

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.

Promoting Positive Behaviour at Applegrove Primary

At Applegrove Primary School effective relationships are built on our core values: Kindness, Honesty, being Inclusive and Respect. 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 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 curriculum 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 other solutions will be sought. The list below are some of the measures that we could utilise although please note any incidence will be investigated in its own right.

- 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.

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.

A Learner Profile and Strategies (LPS) or Individual Educational Programme (IEP) may be drawn up to meet the needs of pupils. This could be to give specific support in learning, social, emotional or behavioural issues or with a particular strength in a curricular area. Parents and pupils are asked to contribute to the plans. The implementation of an IEP or LPS is a shared responsibility. A Co-ordinated Support Plan (CSP) may be opened for a few pupils who require significant planned intervention and regular support from agencies outside education. The Educational Psychologist and other services such as Health and Social Work may be involved in planning and supporting pupils. Pupil Support Assistants may be timetabled to work in class to support pupils who have additional support needs.

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 enhanced provision. 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>

For additional sources of information and advice about additional support parents/carers should contact 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.

Enhanced Provision

Applegrove has an Enhanced Provision to meet the needs of pupils with profound and complex needs. Children who need to access its facilities may also be given the opportunity to go riding or swimming, be involved in therapy groups or speech and language sessions and have access to soft play and sensory rooms.

The integration of children with profound and complex 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. Pupil support is provided for some children to enable them to take an active part in the social and educational life of the school.

Soft Play Room



Sensory Room



Please contact Mrs White (PT ASN) at the school office if you would like to have a further look around our Enhanced Provision.

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.

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 P1-5 children are free. The canteen now operates a cash free system and P6-7's lunches must be purchased through the IPay system.

There is a four-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.



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.

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



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)

House T-shirts

Wallace	Stuart	Bruce	Douglas
---------	--------	-------	---------

Lost Property	Uniform Recycling
<p>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.</p>	<p>The School Eco team actively promotes uniform recycling. Every term there is recycled uniform to take or donate. We have also recently hosted a Spooky clothing swap and Fun Festive Fashion Swap to promote sustainability and to help families to minimise expenses.</p>

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 Primary
- 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 out with 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 has been provided each year by Outfit Moray. This programme starts in P5 with level 1. Level 2 is introduced in P6. RoSPA recommends that any child cycling to school unaccompanied by an adult has passed the Bikeability 2 Test.

Any child may cycle to school provided that:

- 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.



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

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 Enhanced Provision. Mrs Lockhart is the Depute Head Teacher responsible 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). Miss Murray has overall responsibility for all pupils.

Pupil use of the internet

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

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

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN 2023-24



SCHOOL:	APPLEGROVE PRIMARY SCHOOL	QIO/QIM LINK:	Roisin Newell/Rachel Wilson
----------------	----------------------------------	----------------------	------------------------------------

Priority 1

Learning, Teaching and Assessment

Key links to Moray Education Priority Area(s):	<input type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input type="checkbox"/> Curriculum	<input type="checkbox"/> Leadership at all Levels <input type="checkbox"/> Self-evaluation for Self-improvement <input type="checkbox"/> Supporting All Learners
---	---	--

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<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	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Moderation by SLT will take place to ensure consistency of learning intentions and success criteria across the school. Moderation by peers to ensure consistency of learning intentions and success criteria across the school.	Learners will have learning intentions shared in a consistent way no matter who is teaching them. Learners will know what they are learning and why Staff will be more confident in sharing effective Learning intentions Learning intentions will be succinct	Sept 2023 first moderation November 2023 - peer observations December 2023 (survey)	HM All staff KL (survey)	<ul style="list-style-type: none"> Consistent approach to Learning intentions and success criteria across the school Learners will be aware of what they are learning and why. They will be able to articulate this when asked. Staff will feedback, with confidence, to each other following their peer observations.

<p>understanding evidence required for achievement of a level.</p> <p>QAMSOs to share recent Education Scotland guidance on evidence.</p> <p>Moderation across the school and ASG , literacy and numeracy, will take place allowing networking and collaboration to ensure consistent and coherent robust judgements.</p>	<p>Learners will be confident that staff are competent in moderation and that levels are consistent across the school, authority and Scotland.</p> <p>Staff will be upskilled and more confident in assessing learners by using a range of evidence to support their professional judgement.</p>			<ul style="list-style-type: none"> • Staff will have more confidence in achievement of a level decisions
---	--	--	--	---

Evidence to support reduced bureaucracy/workload of teachers

WTA will show the staff development meetings where the training and CPD will happen.

Observations will be in line with SNCT/LNCT guidance

Priority 2

Curriculum

Key links to Moray Education Priority Area(s):

- | | |
|---|---|
| <input type="checkbox"/> Raising Attainment and Achievement | <input type="checkbox"/> Self-evaluation for Self-improvement |
| <input type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Leadership at all Levels |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input checked="" type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Launch the Curriculum Rationale to the whole school community Sharing final visual with families through school newsletter and school handbook.	A clear concise curriculum which is unique to Applegrove Primary learners Pupil Council representatives could talk to their peers and families about the Curriculum Rationale.	November 2023	HM Pupil Council	<ul style="list-style-type: none"> A revised Curriculum Rationale which has consulted all stakeholders. A revised Curriculum Rationale which is understood by all stakeholders Learning and Teaching is linked to a curriculum relevant to the learners Coherent, robust agreed guidance (numeracy expectations, presentation policy) are evident.
Literacy – 4 working groups to look at Reading, Writing, Listening and Talking and Tools for – each group to come up with Guidance for each area.	Clear progressions across the curriculum Main programmes of work will ensure a consistent approach and familiarity across the school	September 2023 7th December (working group)	KL All Staff	<ul style="list-style-type: none"> All learners on the same progressions Raised attainment (PO2 learners) Raised engagement in learning (leven scale) Decision will be made based on research regarding play pedagogy and outdoor learning

<p>Research play pedagogy and OL to establish impact on attainment, HWB, behaviour to produce a rationale for Play Pedagogy and Outdoor learning at Applegrove Primary, if appropriate, starting with Realising the Ambition and Moray's Play Strategy.</p>	<p>Clear expectations for the 4 areas will provide guidance</p> <p>Play pedagogy and OL would be part of the Applegrove Curriculum based on the outcome of the research.</p>	<p>feedback session)</p> <p>January 2024</p>		<ul style="list-style-type: none"> • Clear guidance will be available linked to all areas of literacy
<p>Evidence to support reduced bureaucracy/workload of teachers</p> <p>WTA will take cognaise of the above</p>				

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input checked="" type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input checked="" type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Nurture will continue to be a focus for the learners at Appl grove Primary School. Whole school nurture will continue Nurture groups will continue Nurture interventions will continue We will continue to use The Exchange Counselling service for learners Applegrove will apply for the whole school nurturing school award	Learners will all have access to a nurturing environment Learners will all have access to nurturing staff Interventions will continue to be available for pupils who require Learners will have visuals and other supports available to them to meet their needs Learners will be educated in a school where all staff are following the nurture principles.	School year	EF/LMc All staff	<ul style="list-style-type: none"> ● Increase in learner confidence ● Increase in learner mental health ● Raised attainment ● Less incidents of violence and aggression ● All pupils in school full time ● Boxall assessments will show an improvement in SEMH ● The school will receive the Nurturing School Award
Parents will be invited to an information session to allow us to share what we are doing with nurture in Applegrove Primary	Increased family understanding which will increase confidence of learners	May 2024	EF/LMc	<ul style="list-style-type: none"> ● Level of engagement from parents and families ● Increase in confidence and support for nurture
Boxall assessments will be carried out, a minimum of twice a year	Learners SEMH needs will be understood Learners SEMH needs will be addressed within the school	August 2023 June 2024	All Staff	<ul style="list-style-type: none"> ● A decrease in the need for SEMH needs ● Increased confidence for learners who have received nurture interventions

	<p>Staff will have an increased knowledge of learner's needs</p> <p>Learner's needs will be better understood</p> <p>Interventions will be available to the learners.</p>			<ul style="list-style-type: none"> • Staff will have an increased knowledge of needs of young people and will be able to address these effectively using Whole School Approach to Nurture
--	---	--	--	--

Evidence to support reduced bureaucracy/workload of teachers
WTA will show the staff development meetings where the training CPD will happen.