# Mortlach Primary School

**Handbook
2024-2025**

**Welcome**

Welcome to Mortlach Primary School. Children from Dufftown and the surrounding countryside attend Mortlach School. The building dates from 1902 and was originally the Public School serving the Parish of Mortlach. It later became the Junior Secondary School before being handed over to the Primary School when a new Secondary School was built in Aberlour in 1968.

The school is well equipped with seven classrooms, a library/general purpose room, a nursery classroom, nurture areas, large hall and dining room.

The aim of this handbook is to provide you with information that we think will be useful to you and is correct at the time of publication. This handbook has been prepared by the Head Teacher and staff following guidelines set out by Moray Council.

We have tried to anticipate most of the questions that parents/carers ask, but if there is anything that we have not covered, or you would like more details, please do not hesitate to get in touch and we will do our best to help you.

Mrs Tracy Gordon
Head Teacher

# Index

# School Staff

| | | |
|---|---|---|
| Head Teacher | | Mrs Tracy Gordon |
| Teacher | P7 | Mrs Jennifer Frew |
| Teacher (4 days) | P5/6 | Mrs Claire Reid |
| Teacher (1 day) | P5/6 | Mrs Donna Shepherd |
| Teacher (1 days) | P4/5 | Mrs Celest Horner |
| Teacher (4 day) | P4/5 | Ms Lynsey Steer |
| Teacher (3 days) | P3 | Mrs Ashley Cameron |
| Teacher (2 day) | P3 | Mrs Gemma Shortreed |
| Teacher (2 days) | P2 | Mrs Louise Morrice |
| Teacher (3 days) | P2 | Mrs Elaine Wickert |
| Teacher | P1 | Miss Lorna Lees |
| Modern Languages (1 day) | | Miss Passion Boyter |
| PE (1 day) | | Mrs Elaine Wickert |
| Support for Learning (1 day) | | Mrs Joanne Carvell |
| Support for Learning (2 days) | | Mrs Donna Shepherd |
| Nursery Manager | | Mrs Mitch Fraser |
| | | |
| Primary School Administrator | | Mrs Louise Thain |
| | | |
| Children's Supervisor/Class Assistant | | Mrs Jenny Trueman |
| Children's Supervisor/Class Assistant | | Mrs Nicola McGill |
| | | |
| Pupil Support Assistant | | Mrs Samantha O'Neill |
| Pupil Support Assistant | | Mrs Maria Jagosz-Dunion |
| Pupil Support Assistant | | Mrs Paula Stepien |
| Pupil Support Assistant | | Mrs Linda Baillie |
| | | |
| Lunchtime Auxiliary | | Mrs Nicola McGill |
| Lunchtime Auxiliary | | Mrs Jenny Trueman |
| | | |
| Janitor | | Mr Les Milne |
| Cleaners | | Mrs Linda Baillie |
| | | Mrs Norma Higgins |
| | | Miss Beverley Shiach |
| | | |
| Cook | | Mrs Heather Urquhart |
| Catering Assistants | | Mrs Lisa Milton |
| | | Mrs Kim Grant |
| | | Mrs Vicky McCormack |
| | | Mrs Maria Jagosz-Dunion |
| | | |
| Instrumental Instruction | | |
| Recorder/Ukulele | | Mrs Alison Gillies |
| Violin/Cello | | Mrs Rachel Lewtas |
| | | |
| School Chaplains | | Rev George Rollo |
| | | Rev Michael Last |
| | | Father Colin Stewart |

# Parent Council

Parent Council                 Mrs Laura Ferguson (Chair)
                               Mrs Emma Ingram (Vice Chair)
                               Mrs Arlene Fraser (Secretary)
                               Ms Katie Law (Treasurer)

# School Information

School Address                 Mortlach Primary School
                               York Street
                               Dufftown
                               Banffshire
                               AB55 4AU

Telephone                      01340  820268

Email                          admin.mortlachp2@moray-edunet.gov.uk

School website  http://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/

School roll                    126 pupils in six classes

School meals                   £2.30 per ticket or
                               £23.00 per book of ten tickets

# Uniform Price List

School tie                     £7.00

School sweatshirt/cardigan     £13.00
                               £14.50 for size 34 etc.

School polo shirt              £10.00

School house t-shirts          £7.00
                               £8.00 for size small adults etc.

Book bags                      £9.00 each

# Other Information

| | |
|---|---|
| Secondary School | Speyside High School<br>Mary Avenue<br>Aberlour<br>Banffshire |
| Telephone | 01340  871522 |
| Email | admin.speysidehigh@moray-edunet.gov.uk |
| Head Teacher | Mrs Patricia Goodbrand |
| Associated School Group | Aberlour Primary School<br>Craigellachie Primary School<br>Glenlivet Primary School<br>Knockando Primary School<br>Rothes Primary School<br>Tomintoul Primary School |
| Head of Education | Ms Vivienne Cross |
| Quality Improvement Officer | Mrs Audrey Buchanan |
| Office address | Department of Education, Communities<br>and Organisational Development<br>The Moray Council<br>High Street<br>Elgin<br>IV30 1BX |
| Telephone | 01343 563374 |
| Moray Council website | www.moray.gov.uk |

For alternative formats, languages or further information, please ask an English speaking friend or relative to:
Phone: 01343 563319
Email:  equalopportunities@moray.gov.uk
Write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX

The 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, or the Moray Council Internet site:
http://www.moray.gov.uk/moray_standard/page_47236.html

# School Term and Holiday Dates 2024 – 2027
**(all dates inclusive)**

## Session 2024/2025

| | | |
|---|---|---|
| | | In-Service Closure: Monday 12 Aug 2024 |
| | | In-Service Closure: Tuesday 13 Aug 2024 |
| Autumn Term | Starts | Wednesday 14 August 2024 |
| | Ends | Friday 4 October 2024 |
| Autumn Holiday | Starts | Monday 7 October 2024 |
| | Ends | Friday 18 October 2024 |
| Winter Term | Starts | Monday 21 October 2024 |
| | | In-Service Closure: Monday 11 Nov 2024 |
| | | In-Service Closure: Tuesday 12 Nov 2024 |
| | Ends | Friday 20 December 2024 |
| Christmas Holiday | Starts | Monday 23 December 2024 |
| | Ends | Friday 3 January 2025 |
| Spring Term | Starts | Monday 6 January 2025 |
| | | In-Service Closure: Thursday 13 February |
| | | Mid Term Holiday: |
| | | Friday 14 & Monday 17 February 2025 |
| | Ends | Friday 28 March 2025 |
| Spring Holiday | Starts | Monday 31 March 2025 |
| | Ends | Friday 11 April 2025 |
| Summer Term | Starts | Monday 14 April 2025 |
| | | Good Friday Holiday: Friday 18 April 2025 |
| | | May Day Holiday: Monday 5 May 2025 |
| | Ends | Friday 27 June 2025 |

*Plus 1 occasional day holiday when the following schools will be closed:*

| Buckie High ASG | Elgin Academy ASG |
|---|---|
| Tuesday 6 May 2025 | Tuesday 18 February 2025 |
| **Elgin High ASG** | **Forres Academy ASG** |
| Tuesday 18 February 2025 | Tuesday 18 February 2025 |
| **Keith Grammar ASG** | **Lossiemouth High ASG** |
| Monday 2 June 2025 | Tuesday 18 February 2025 |
| **Milne's High ASG** | **Speyside High ASG** |
| Tuesday 18 February 2025 | Monday 2 June 2025 |

Schools work in a group format, based on a Secondary school and its associated Primary schools. This is known as an Associated School Group (ASG). More information is available on the Moray Council website at:
www.moray.gov.uk/moray_standard/page_55590.html

## Session 2025/2026

| | | |
|---|---|---|
| | | In-Service Closure: Monday 18 Aug 2025 |
| | | In-Service Closure: Tuesday 19 Aug 2025 |
| Autumn Term | Starts | Wednesday 20 August 2025 |
| | Ends | Friday 10 October 2025 |
| Autumn Holiday | Starts | Monday 13 October 2025 |
| | Ends | Friday 24 October 2025 |
| Winter Term | Starts | Monday 27 October 2025 |
| | | In-Service Closure: Monday 10 Nov 2025 |
| | | In-Service Closure: Tuesday 11 Nov 2025 |
| | Ends | Friday 19 December 2025 |
| Christmas Holiday | Starts | Monday 22 December 2025 |
| | Ends | Friday 2 January 2026 |
| Spring Term | Starts | Monday 5 January 2026 |
| | | In-Service Closure: Thursday 12 February |
| | | Mid Term Holiday: |
| | | Friday 13 & Monday 16 February 2026 |
| | Ends | Friday 27 March 2026 |
| Spring Holiday | Starts | Monday 30 March 2026 |
| | | Good Friday Holiday: Friday 3 April 2026 |
| | Ends | Friday 10 April 2026 |
| Summer Term | Starts | Monday 13 April 2026 |
| | | May Day Holiday: Monday 4 May 2026 |
| | Ends | Thursday 2 July 2026 |

*Plus 1 occasional day holiday to be agreed by 31 March 2025*

## Session 2026/2027

| | | |
|---|---|---|
| | | In-Service Closure: Monday 17 Aug 2026 |
| | | In-Service Closure: Tuesday 18 Aug 2026 |
| Autumn Term | Starts | Wednesday 19 August 2026 |
| | Ends | Friday 9 October 2026 |
| Autumn Holiday | Starts | Monday 12 October 2026 |
| | Ends | Friday 23 October 2026 |
| Winter Term | Starts | Monday 26 October 2026 |
| | | In-Service Closure: Monday 9 Nov 2026 |
| | | In-Service Closure: Tuesday 10 Nov 2026 |
| | Ends | Friday 18 December 2026 |
| Christmas Holiday | Starts | Monday 21 December 2026 |
| | Ends | Friday 1 January 2027 |
| Spring Term | Starts | Monday 4 January 2027 |
| | | In-Service Closure: Thursday 11 February |
| | | Mid Term Holiday: |
| | | Friday 12 & Monday 15 February 2027 |
| | Ends | Thursday 25 March 2027 |
| Spring Holiday | Starts | Good Friday Holiday: Friday 26 March 2027 |
| | Ends | Friday 9 April 2027 |
| Summer Term | Starts | Monday 12 April 2027 |
| | | May Day Holiday: Monday 3 May 2027 |
| | Ends | Friday 2 July 2027 |

*Plus 1 occasional day holiday to be agreed by 31 March 2025*

## Session 2027/2028

*Dates expected to be agreed by 31 October 2025*

# Our Vision, Values and Aims

## Vision – 'At Mortlach anything is possible.'
## Values – Curiosity, Acceptance, Resilience, Enthusiasm

**Curriculum Drivers – these underpin our curriculum**
- Raising Attainment
- Digital Skills/Literacy
- Community Participation
- Global Links
- Children's Rights
- Nurture
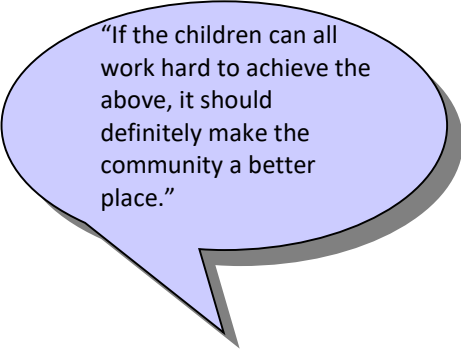- Diversity and Inclusion
- Play Pedagogy

*(Staff, pupils and parents were consulted on these – November 2022)*

**For our pupils we aim to:**
1. Offer a well-balanced and meaningful curriculum which meets the needs of a modern world encouraging skills for life, learning and work in order to be effective contributors.
2. Teach respect for self, one another and responsibilities of citizenship in a democratic society. To be responsible citizens, recently achieving our Silver Level Rights Respecting Award and currently working towards Gold Level.
3. Encourage the development of positive attitudes to themselves and others, recognising the values of tolerance, gaining understanding and awareness of the needs of others and to be confident individuals.
4. Equip them with a range of skills which will foster and encourage creativity and ambition in lifelong learning therefore becoming successful learners.
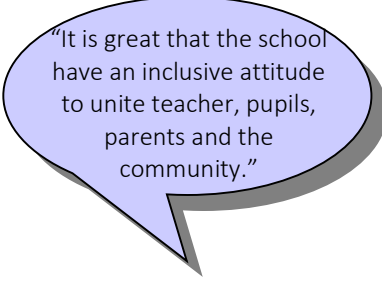
**For our parents we aim to:**
1. Establish and maintain quality communication of an informal and a formal nature between home and school.
2. Ensure that there is a welcoming, open door policy.
3. Provide opportunities for real involvement in the life and work of the school through
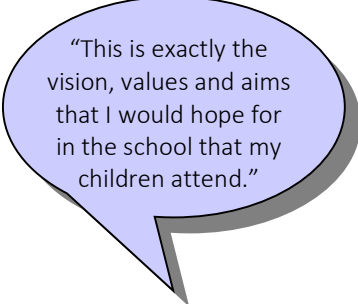4. Parent Council, surveys and through sharing the learning opportunities offered throughout the year.

"If the children can all work hard to achieve the above, it should definitely make the community a better place."

*Local organisation*

"It is great that the school have an inclusive attitude to unite teacher, pupils, parents and the community."

*Parent*

"This is exactly the vision, values and aims that I would hope for in the school that my children attend."

*Parent*

# Frequently Asked Questions

Listed on the next few pages are the questions that pupils and their parents/carers most often ask. Underneath each question is an answer.

## What are the times of the school day?
Start and finishing times are as follows:

| | | |
|---|---|---|
| Primary P1 – P7 | 08.55am – 10.40am | Session 1 |
| | 10.40am – 11.00am | Interval |
| | 11.00am – 12.30pm | Session 2 |
| | 12.30pm – 1.15pm | Lunch time |
| | 1.15pm – 3.00pm | Session 3 |

## Who are the teachers in the school?
Class teachers take responsibility for their class on a daily basis, planning and preparing work best suited to the pupils.  The Head Teacher provides management of the school setting and strategic leadership. Miss Boyter teaches Modern Languages one day a week, Mrs Wickert teach PE one day a week and Mrs Shortreed teaches Music one day a week. This ensures that our pupils are accessing a wide range of experienced and outcomes on a weekly basis and receiving a high quality of education.

## What does the Support for Learning teachers do?
The Support for Learning teachers provide regular support 3 days a week to pupils across the school who require extra support to access their learning or who are ready for additional work and need to be extended/challenged.  Our Support for Learning Teachers work closely with Class Teachers and use assessment data and CIRCLE data to ensure that all pupils receive the support needed to help them make progress.  Sometimes Support for Learning Teachers team teach in classes with Class Teachers, at other times they will support small groups or individuals who may require targeted input or extension.

Support for Learning Teachers also lead SFL Team meanings with support staff regularly throughout the year to ensure that support is in place to meet all our learners' needs. Our SFL teachers provide guidance to our support staff who lead support groups such as digital skills, fine and gross motor skills and nurture groups. These provide a holistic approach to ensuring we are meeting our learners' needs. SFL Teachers work closely with class teachers to analysis data and identify learners who will benefit from group support.

Some pupils may require a Learning Profile and Strategies (LPS). These are working documents that are used to ensure that all adults supporting a child are aware of their individual education needs, triggers and motivators.  These are shared twice a year with parents.  It is important that parents read these documents and give feedback on their content, this ensures that we are providing a consistent approach to barriers both at home and school.

If you think your child is having issues with a particular aspect of learning, please do not hesitate to get in touch with either the Head Teacher or the class teacher to discuss this further.

Moray Council is committed to working in partnership with parents, young people and children.  It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.  Procedures such as talking to Head Teacher can help sort out the majority of situations.

The Additional Support for Learning Act came into force on 14 November 2005. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act (2009). In terms of the Act, The Moray Council has embarked on the process of ensuring that everyone in Moray, particularly children, young people and families and those who work with them, has access to the information and support required to implement the Act. Implementation builds on the good practice which exists in Moray at the moment.

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

If you would like any further advice or information "Enquire", the Scottish advice service for additional support for learning (which is funded by the Scottish Government) can be contacted on:
Telephone:      0845 1232303
Email:            info@enquire.org.uk
Website:         www.enquire.org.uk

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

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

### What equipment do I need to provide?

Pupils are asked to come to school in their PE kits on PE days. Kits should consist of a t-shirt (in their house colour if possible – blue for Balvenie, red for Buchromb and yellow for Kininvie), shorts/joggers/leggings and gym shoes/trainers.

A change of shoes for indoor use (gym shoes/trainers).

No jewellery should be worn on PE days. If a child cannot remove earrings themselves, then earrings will need to be covered with tape for safety reasons.

Books, stationary, jotters, paper and art materials are provided by the school. However, if your child would like to have their own pencil case they are more than welcome to take one with them.

In order to carry items to and from school, it is useful for your child to have a back pack, although we do suggest that the bag is not too big as it can become quite heavy! Book Bags are ideal for carrying reading books and homework books to keep them away from potential accidents with water bottles etc. Book bags are available to purchase from the school office.

It would be very much appreciated if you could provide an old shirt or overall to wear during art lessons as this will help to keep school clothes reasonably clean and prevent you having to do extra washing!

A refillable water bottle should also be provided. Pupils have access to a water fountain if they need to refill their bottles during the school day.

Class Teachers will make parents/carers aware of outdoor learning days. On these occasions we ask that pupils bring suitable footwear and outdoor clothing. Our infant classes use our outdoor areas most days, therefore a pair of wellies and spare socks and trouser/leggings etc are useful to have.

Pupils should come to school with a suitable jacket so that they can enjoy break times outside.

**<u>Please label all clothes with your child's name.</u>**

### What about school meals?

School meals are cooked on the premises and served in the canteen/hall. Pupils are offered a choice of meals. The weekly menu is displayed on the board at the end of the senior corridor, where all the pupils can see it. The menu is also featured on the school blog. The current cost of meals can be found at the front of this handbook.

Pupils select the main course that they would like that day, in class, first thing in the morning using the iPay system. Every day there is the choice of two hot and one cold main meal option.

All pupils in P1-P5 in Scotland are entitled to a free school meal.

Parents are encouraged to use the online payment system to pay for school dinners. The secure payment system is called iPayImpact. Any funds that you add to your account are

immediately available for your child/children to buy a school dinner.  There's no upper limit to the amount you can add to your account and, if you wish, you can pay upfront for weeks or months in advance.  The service is available 24/7, from any internet-enabled device, and will allow you to see the current balance on the account, top up funds, and view a transaction and meal history.

You can still use this service if your child receives free school meals because you will still be able to see a meal history, and also use it in the future for other payments.

We've got more information available online, as well as FAQs, please visit [www.moray.gov.uk/schoolpayments](www.moray.gov.uk/schoolpayments).

Pupils taking school meals are supervised by lunchtime auxiliaries and are expected to follow their instructions at all times. Our younger classes all eat lunch in the canteen and the older pupils eat in the school hall. We also use Room 7 as a 'Quiet Room' for pupils who need a quieter space to be able to enjoy their lunch.

### Can my child have free school meals?
All P1, P2, P3, P4 and P5 pupils are entitled to a free school lunch.  You do not have any forms to fill in for this entitlement.  If your P1, P2, P3, P4 and P5 child prefers to bring a packed lunch as an alternative this is your prerogative, however the cost of making the packed lunch cannot be reimbursed to you.

For P6 & P7 pupils you can claim free school meals if you are receiving certain benefits.  Please note that an entitlement to free school meals also includes an entitlement to a clothing grant.
For more information please check The Moray Council website:
[http://www.moray.gov.uk/moray_standard/page_55486.html](http://www.moray.gov.uk/moray_standard/page_55486.html)
[http://www.moray.gov.uk/moray_standard/page_55540.html](http://www.moray.gov.uk/moray_standard/page_55540.html)

### Can I send my child with a packed lunch?
Children can bring a packed lunch to school if they prefer.  Packed lunches are eaten in the canteen/hall at the same time as school meals are being served.  Pupils taking packed lunches are also supervised by lunchtime auxiliaries and are expected to follow their instructions at all times.  We encourage healthy packed lunches and discourage sugary drinks/snacks and snacks which are high in fat.

### What if my child becomes ill or has an accident at school?
If your child becomes unwell at school we will contact you and ask you to come and collect them. Children are best kept at home until they are well enough to return to school.

*If your child has sickness or diarrhoea NHS advice is to keep your child away from school until 48 hours after the last dose of sickness or diarrhoea.*
*By following this guidance the spread of infection is considerably reduced.*

Should a child receive a head bump we will contact you, or your emergency contact person, to let you know so that you can decide what course of action you require for your child.  This could be that you are happy for school to continue to monitor your child in class, or for you to come and take your child to the doctor or take them home.  The choice will always be yours as a parent.

We have members of staff who are fully qualified First Aiders, and they deal with pupils who have fallen or cut/bumped themselves.

If an injury is more serious and we think the child should not be moved, we will not only contact you and ask you to come to school, we will also complete an accident form and call for medical support if needed.

**It is *essential* that we not only have your home/mobile telephone number but also an emergency contact number where we can reach a family member quickly.**

### What do I do if my child is absent?

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian, holidays/days off taken during term time).

If your child is absent for any reason please telephone or email the school before 8.55am on the first day of absence to let us know the reason for the absence and for how long your child is likely to be absent. School will follow up any absences if we have not heard from you. If you do not let us know that your child has been ill, attending a doctor's, dental, optician, hospital or similar appointment, absent due to a family bereavement or similar reason, then we have to record the absence as unauthorised. A number of unauthorised absences will result in the school asking formally for an explanation of the absences. The Education Department sends the absence returns to the Scottish Government in Edinburgh.

Permission for holidays to be taken during term time is no longer at the discretion of the Head Teacher. The Scottish Government would rather parents did not take children on holiday during term time unless it is absolutely essential. Only in exceptional circumstances, which must be discussed with the Head Teacher, may time off be granted and the absence marked as "authorised". Any family holiday will normally be marked as "unauthorised holiday" and the procedure outlined above will be followed.

The school day starts at 8.55am. We understand that sometimes pupils will arrive late for a number of reasons. A record of late arrivals is kept and where these are increasing in number you will be contact by school and offered support to ensure your child arrives on time. Arriving late for school has an impact on registrations being completed, lunches being ordered and on your child. It can be very difficult for your child to arrive at class late and try to catch up on the learning that has already taken place.

### What information do I get from school?

Newsletters are issued regularly throughout the year, letting you know what is happening in school, giving you the dates of events and holidays and generally keeping you up to date. Copies are added to the school blog, which can be accessed using this link:
https://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/.

The blog has copies of all newsletters as well as lots of other useful information about school events and activities.

Newsletters are emailed out to parents and carers regularly which enables us to reduce the amount of paper we use as we are an environmentally conscious school. Please update the school at any time if you wish to change your email address or add an additional email address to our newsletters email group.

Class Newsletters are also emailed to parents at the beginning of each term. These outline the intended learning of the class and allow parents to be aware of what their child will be learning. Included in the newsletters will also be a timetable for the class showing when PE days will be and if pupils need to bring any other equipment/resources on other days.

P1 and P2 pupils will receive regular Sway updates from class teachers. These highlight the learning that your child has undertaken and their next steps. Staff are working on supporting older pupils to set up Google Sites which will again highlight learning that your child has undertaken and their next steps. These communications will also link to the Meta Skills.

The school has a Twitter account which is updated with information about upcoming events and also learning that is happening throughout the school. It can be found here: @mortlachps

Our Parent Council also run a Facebook Page which again has information about upcoming events. It is also a good place to ask other parent/carers any questions you may have. It can be found here: https://www.facebook.com/groups/558386404336917

### What activities are run by the school?

Pupils are offered the opportunity of undertaking training through Bikeability.  This is usually co-ordinated by Outfit Moray.  Once pupils have passed both the written and practical tests they may ride their bicycles to school if they wish.  There are bike sheds beside the infant play area for pupil and staff use.

The Scottish Government is providing instrumental tuition for all P5 pupils throughout Scotland. This means that P5 pupils learn to play the recorder or ukulele with a visiting instrumental teacher.

There are also visiting instructors for various instruments who teach a small number of pupils each week.  When a place with the instructors becomes available, pupils who are interested in playing are offered the chance of assessment by the instructors, before possible selection for the appropriate instrument.

There are a number of activities organised by the Active School's Co-ordinator for Speyside that are offered regularly at Mortlach after school.  Parents, past pupils and staff run the after school activities and we are very grateful for their support.

There is also a very popular craft club after school which is ably supported by Mortlach Staff, for which we are very grateful.

There are a variety of lunchtime clubs that are run by teachers that pupils can join.  There is a homework club, nurture club and school choir.



### Does the school have a uniform?

Yes, the school does have a uniform.  Although uniform is not compulsory we do like the pupils to wear it since they do look very smart and it helps give the school its identity.

Pupils should wear a:

> white blouse/shirt with a school tie, white or school polo shirt
> bottle green cardigan or jumper or a bottle green sweatshirt
> grey, navy  or black skirt or trousers/leggings
> smart shoes/boots

School ties, sweatshirts and polo shirts are available from the school throughout the year.  The current prices can be found in the pages at the front of this handbook.

While the polo shirts and sweatshirts are great for everyday wear, we do like to see the pupils in a white shirt and school tie on the more formal occasions that arise during the year such as when they represent the school at events within the community and for school photographs.

Jewellery is not encouraged at school.  Necklaces, bracelets and rings are not appropriate for school – they are easily broken or lost and pupils can become very distressed when this happens. Jewellery is better kept for wearing out with school.  If pupils do have pierced ears they should only wear stud style earrings (which can either be removed entirely or covered with tape for PE), hoop earrings will need to be removed for PE.
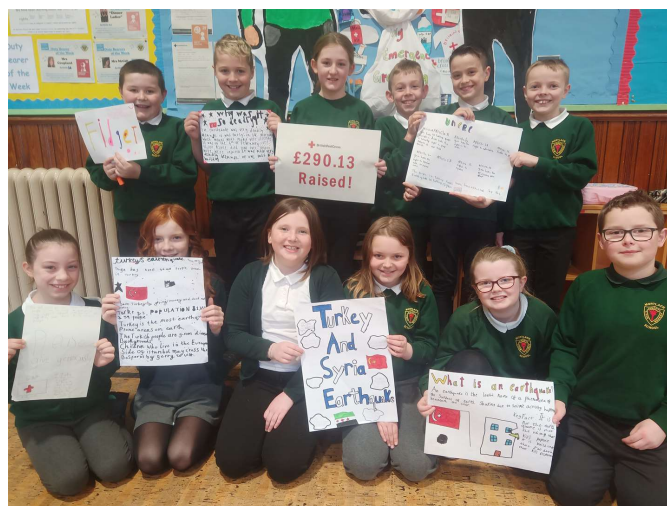


### Can I see round the school before my child is admitted?

Yes, of course you can.  For parents/carers who are not familiar with the school, a member of staff would be delighted to show you round.

During the summer term, visits are arranged for the prospective Primary 1 pupils to see their new classroom and meet their teacher.  Parents are also invited along to meet the Head Teacher and Primary 1 class teacher on a different occasion.  At this time parents are able to visit the classroom and look at the equipment the pupils will be using and hear about the different activities that the pupils will be engaged with during their first year in Primary School.

If you are enrolling your child at any other time you will be shown round the school at the time of enrolment, when you and your child will be able to see the classrooms and meet the appropriate staff.

### Is my child entitled to school transport?

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local zoned school.  Door-to-door transport is not guaranteed.

Application forms are available from the school and should be returned to school to send on to the Public Transport Unit in Elgin. You are asked to allow seven days from returning the application to school for the application to be processed. Parents/carers will be notified by post of the decision on transport provision. Where entitlement is granted, the travel pass will be forwarded direct to the pupil's home address. The commencement date for transport will be notified at the same time. Parents/carers should await receipt of the travel pass before contacting the drivers for pick up point information.

Parents/carers must notify the drivers if the pupil is not travelling on the bus for any reason. The drivers always keep a check on pupils travelling on their bus and would expect a child to return on the bus if they have brought the child to school in the morning. Bus company telephone numbers are available from the school office.

Further details can be obtained from the Public Transport Unit at Council Headquarters, the address and telephone number of which are on the pages at the front of this handbook.

### Who is responsible for my child at transport pick up points?
Parents/carers are responsible for the safety of pupils prior to the arrival of the school transport vehicle at the designated pick-up/set down point in the morning. Parents/carers are also responsible for the safety of pupils after their departure from the school transport vehicle from the designated pick-up/set down point at the end of the day.

It should also be noted that the Council is under no obligation to provide transport from your front door. You may be asked to connect with the school transport at a designated pick-up/set down point.

### What are the schools expectations with regards to behaviour on school transport?
Pupils are expected to remain in their seats while on the transport and not distract the driver.
Persistent misbehaviour on school transport may result in the permanent withdrawal of school transport entitlement.

If you choose to enrol your child at Mortlach School but do not live within our delineated zone (ie. we are not your nearest school), then unfortunately Moray Council is under no obligation to provide transport.

### Is there a Parent Council?
Yes, we have a hardworking and dedicated group of parents who volunteer to be part of the Parent Council. Parent Councils were introduced by the Scottish Government in 2007 to replace School Boards and to encourage local communities to work with schools in the education of children and to provide a means for the expression of parents' interest and views.

The annual general meeting is held in August/September each year. If you are interested in joining the Parent Council please do not hesitate to get in touch. Even if you would rather not join the Parent Council and attend the regular meetings but you are willing to help with different events and activities, again please do not hesitate to get in touch.

Minutes of all meeting can be viewed on the school website at:
https://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/.

### What facilities does the school have for sports?
We have the sports field adjacent to the school marked with a running track during the summer months and football pitches most of the year.

Near the Infant classrooms there is a grassed area containing an enclosed play area with a safety covering of bark below the equipment.  We have an Eco-Garden that was planned and organised by the Eco Community Group and supported by community partnerships.

The school hall has markings for badminton and netball/basketball courts.

Colin McRae, Active Schools Co-ordinator, supports the development of sporting activities during the school day and after.  A termly timetable of Active Schools activities is emailed home to parents/carers with information about how to sign up.

### What do the children do at intervals?
On dry or drizzly, damp days the pupils are expected to spend breaks outside.  This gives them the opportunity to get some fresh air and use some of their energy running around.  The playground is supervised at breaks and lunch time by Support Staff.

Our Sports Captains ensure that sports and play equipment are available for all pupils to access, weather permitting. They also ensure that resources such as chalk are available to pupils who would prefer to be creative during break times. Our Sports Captains regularly organise games and activities to ensure that all pupils are included and have a fun break time.

On very wet days pupils are allowed to stay in the classrooms/hall.  All classes are supervised by Support Staff.  At lunch times pupils who have stayed for a school meal or packed lunch are supervised in the hall by the Support Staff.  Pupils going home for lunch on wet days are asked to remain at home for the whole lunch break, returning just in time for the afternoon bell at 1.15pm.

### What happens if school closes early because of bad weather?
If the school closure is planned you will be informed of this in one of the regular newsletters.

However, if there has to be an emergency closure due to bad weather or a power failure, the school operates an emergency system whereby parents/carers of pupils entitled to school transport are informed of the closure and given an approximate time their children will be arriving home.  Parents/carers of pupils who live within walking distance will be contacted and asked to collect their children or arrange for their emergency contact to collect them.  Using this procedure the school can be sure that pupils will be safe, especially in severe winter weather.  The school Twitter page and Parent Council Facebook page will be updated of emergency closure, as well as the closure line and where possible an email will be sent to all parents/carers.

**It is essential for us to have an emergency contact number that we can telephone if school is closing and we cannot reach you.  We <u>must</u> know who will be collecting your child if you are not available.**

The Moray Council Policy states that Head Teachers have total discretion as to the closure of schools when they anticipate storm conditions that would put pupils at risk.

If there is any doubt that the school will be closed because of severe weather conditions parents/carers are advised to check the Mortlach Primary School Twitter feed and Parent Council Facebook page as these will be updated at the earliest opportunity.  There is also information available on The Moray Council website http://schoolclosures.moray.gov.uk/

*Parents can also telephone 0870 054 9999 and then enter the code 031360 for Mortlach to hear updated messages about school closures due to adverse weather conditions.*

**Calls to this number will be charged a 2p per minute service charge plus your call provider's access charge.**

### What happens if my child has to visit the doctor or dentist during school time?

A telephone call or email to the school office, to forewarn the teacher of the temporary absence, is all that is required. This note will be retained in the class register for information. Parents/carers arriving to collect their child should report to the School Office initially. The class teacher will be telephoned to alert them to your arrival and you may be asked to wait a moment for your child to walk to the office.

*No child will be released to meet a parent/carer in the street or elsewhere.*

### Can my child be given medication at school?

Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils. Teachers and support staff will not issue medicines to pupils unless they have specific instructions and written consent from parents/carers. In the case of long term or regular medication being taken, clear written instructions are needed in case the regular member of staff is absent and there is a temporary member of staff involved. The appropriate forms are available from the School Office.

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 do not fall into this category, and will therefore not be administered on pupil or parent request.

Please note that no member of staff is legally obliged to administer medication to children but staff are usually willing to do so if clear instructions are provided and written permission is given by parents/carers. A copy of *Supporting Pupils with Medical Needs* including *The Administration of Medicines* guidance document is available in school for reference.

### What about my children's property?

The school cannot accept any responsibility for articles or money left in the school. We do not advise pupils bring anything of value to school. There is the inevitable risk of breakage or mislaying items.

**All your child's clothing should be labelled with their name, including gym shoes and wellington boots.**

Primary school children do not need to bring mobile phones to school. However, if they choose to bring their phone because they may need it immediately after school, they must hand it in to the school office or their class teacher at the start of the day and remember to collect at the end of the day.

### Will my child get homework?

After consultation with parents, the school homework policy was created in 2021. You can access this on the school blog. Pupils will be expected to complete maths/numeracy, spelling and reading activities on a weekly basis. They may also be asked to complete context, or other homework, now and again. Homework instructions will be shared in jotters or communicated via homework diaries.

We ask for parents/carers help in ensuring that homework is completed and we do appreciate you signing or initialling the completed work. If, for any reason, your child cannot complete the homework then please return it to school and let the teacher know if there is a problem. We have a Homework club one lunchtime a week, where pupils can access a class teacher to help with any homework they are requiring support with.

We ask that parents/carers continue to support their child's learning at home. Allowing time for reading, discussing their learning and completing tasks is so important in helping a child make progress in all areas of the curriculum. A Parental Engagement Survey was undertaken in August/September 2024 and views were sought on information parents/carers required to be able to best support their children. Following this survey literacy and maths/numeracy support packs will be produced which can be used by parents/carers to support learning at home. Curriculum information evenings will also be timetabled as requested by parents/carers to further support parental engagement in their child's learning.

### Can you explain the House system?

The school is divided into three houses and every pupil is allocated a house. The three houses are Balvenie, Buchromb and Kininvie. At the school sports each year trophies are awarded to the house with the greatest number of points. These are then engraved and displayed in the trophy cabinet in the school hall.

Pupils can also earn house points (Care Points), during the year with a view to the pupils in the winning house receiving an annual reward. House Captains/Vice Captains are responsible for collating the house points each week and presenting the appropriate certificates to their house members at assembly. Care Points are given to pupils for showing behaviour that aligns with our school vision and values.

### What do you do about racial abuse?

The Education, Communities and Organisational Development Department is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. We strive to prepare all pupils for living in a multi-cultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners in the community.

The Moray Council has a Scheme for Race Equality and as part of that scheme Education, Communities and Organisational Development has a distinct Race Equality Policy. A copy of the policy is available to view on the Internet: www.moray.gov.uk/downloads/file41628.doc
For more information please see Appendix 1.

### What about children with disabilities?

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes where feasible.

We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for the hearing impaired and parents/carers of EAL pupils; agreeing a phone contact system to provide direct feedback to parents/carers.

A "disability" is defined as a condition which prevents or makes it unreasonably difficult for a child or young person to access:

- ❖ The school curriculum – e.g. are large print books available for children with visual impairment?
- ❖ The school environment – e.g. can a child who uses a wheelchair move readily, as required, from one area of the school to another?

Disability is also defined as a condition which may require the school to introduce appropriate alternative communications systems – e.g. supplying portable electric vibrating systems to allow hearing impaired children to be aware of school bells and /or fire alarms.
For more information please see Appendix 1.

## What should I do if I have a problem or query?

Mortlach Primary has an open door policy, which means that parents/carers are welcome to pop into school at any time.  Appointments to meet with class or SFL teacher should be made through the school office.  You are asked not to call directly upon the class teacher are they are likely to be busy teaching or preparing and not in a position to talk to you freely.

If issues remain unresolved, then an appointment can be made with the Head Teacher, who will do her utmost to help.  If the Head Teacher is unavailable perhaps due to commitments that day, then please make an appointment with the Administrator, Mrs Thain, to see her.

## When I ask my daughter what she has been doing at school, she always says "playing".  Is this right?

Yes, it probably is!  Play is a very important part of primary education, especially in the Early Stages, but it also has a place across the school.

Educational play is not the opposite of work, it is work! The play of young children is a natural way for them to learn.  The pupils may think they are playing but the teacher is ensuring that a great deal of valuable learning is taking place by providing appropriate materials and guiding the activity in a structured way.

Play is important because it can:
- ☺ Help develop language.
- ☺ Provide opportunities to practise basic skills.
- ☺ Help pupils become self-confident.
- ☺ Develop concentration.
- ☺ Stimulate interest.
- ☺ Help pupils to learn to work with others.

Mortlach's Play Pedagogy can be accessed here:
https://sway.office.com/QHPFUyvnMliKAR7l?ref=Link

## I sometimes see children working out in the playground or in the street, what are they doing?

These are not simply visits for fun, although that is part of learning!  We are extending the classroom into our local environment.  There is a great deal the pupils can learn outside the classroom.  These visits are planned in detail to motivate the pupils and provide the basis for work in many areas of the curriculum.  Some pupils go regularly to the local woods.  Some pupils have been involved in planting out the tubs and tyres with a variety of plants and bulbs to enhance the school grounds.  Permission

slips are sent home at the beginning of the year so that we don't have to ask you over and over again for permission to take pupils out of school, especially when some visits can be dependent upon the weather.

### What can I do to help? How can I get involved?

Research shows that children are more likely to do well at school if their parents/carers support them. Parental interest really does make the difference. Parents/carers can help by encouraging their child to discuss experiences of every kind – television programmes, visits to the supermarket, trips to see relatives, the birds in the garden and so on. Children should be encouraged to wonder why things are as they are and to think about solutions to problems.

All experiences bring learning possibilities. You can point out plants, birds, insects, shapes, colours and many other things. Parents can draw their child's attention to what is around them, to look in detail and discuss what they see.

You can lay excellent foundations for reading by reading to your children from an early age, perhaps discussing pictures and pointing out some of the words.

Children often love to make up stories and draw pictures and you can help by not only providing the paper and pencils but by talking with them about their efforts and praising and encouraging them. It can be comforting to children to have a parent/carer sitting next to them, listening while they read aloud. A journey by car or bus can be made more interesting by playing games, spotting things beginning with different letters of the alphabet or using car registration plates for maths or word games. You can play and work with your child on a one-to-one basis.

Parents/carers are also invited along to attend class assemblies where pupils present their learning in an interesting way to the rest of the school. If you are able to come along to the assembly it gives you another opportunity to talk with your children about their learning. Parents/carers are asked to give feedback to the class via Menti, so remember to bring along your phone so that you can use the QR codes to give timely feedback.

Everything we, the parents/carers and teachers, can do to help our children will enable them to take their places as responsible, educated members of our society.

# Reporting to Parents

We hold Parent/Teacher evenings twice a year where you are invited to come along and discuss the progress your child is making. One Parent/Teacher evening is held in Term 1 and acts as a settling in appointment, the second is held in Term 3 or 4.

We also send home comprehensive written reports each year. We have moved to a new form of reporting which will see parents receiving progress reports throughout the year, rather than one formal written report in Term 3 or 4.

In P1 reporting to parents takes a different format. Focus pupil reports are sent home on a regular basis throughout the year. These include examples of your child's progress and ideas about how to support their next steps.

The information you receive in homework diaries and class termly newsletters provides you with regular information throughout the year in addition to the conversations you have with your child about their learning.  Pupils are much more informed about their own progress and should be able to explain not only *what* they are learning, but recognise the relevance of *why* they are learning.

Accessing your child's Sway or Google Site and discussing their learning and next steps with them regularly will help to embed previous learning and support new learning.

If we have concerns over your child's progress or behaviour we will contact you to discuss the matter.  It may be in the form of a telephone call/email or we might ask you to come in to school to discuss more serious concerns. Meetings will follow a solution oriented approach where we will work together with parents/carers and pupils to ensure we identify issues/concerns and plan together how to address these and ensure your child makes good progress. If you have concerns too please do not hesitate to get in touch with school.

# Transitions

The Moray Council Education Department has produced a series of leaflets for parents providing further information on Deferred Entry to Primary School, Educational Psychology Service and Pupil Transport. These leaflets are available from school or can be downloaded from the Moray Council site www.moray.gov.uk

Towards the end of the academic year we will let you know the arrangements for the classes and who your child's class teacher will be for the forthcoming year.  Every class spends time in their new room with their new teacher so they know where to go on the first day of the Autumn term and have some idea about what to expect.



Clearly there are some stages where there is a significant change, for example, nursery to Primary 1 and Primary 7 to Secondary School.  We ensure that these transitions go as smoothly as possible for the pupils.  Not only do pupils spend time in their new classes with their new teachers, the early stages Primary 1 staff also spend time in the ELC settings getting to know the pupils.

At the upper stages, Primary 7 pupils spend transition days at Speyside High School getting to know staff and pupils in their year group, since pupils from many different primary schools feed into Speyside High School.  Any pupils who we think might benefit from additional visits receive an enhanced transition.  For example, it may be that they are the oldest in the family and therefore have little familiarity with the High School, or they may need support with their learning and the additional visit will reassure any anxieties they may have about moving on to High School.

# 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 site at:
http://www.moray.gov.uk/moray_standard/page_75569.html

# Privacy statement

Mortlach 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 appropriate 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.

🔽 **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 a school 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 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 Mortlach 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, we have a legal obligation to pass on information to their new school/education authority about their education at Mortlach 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, Mortlach 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 may require support and records are kept when it is thought that a child could benefit from help available in the school, community or via 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.

# Child Protection

"Child protection means protecting a child from abuse or neglect.  Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect."
(National Guidance for Child Protection in Scotland 2014)

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

- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Sexual Abuse
- Physical Abuse
- Emotional Abuse
- Non-engaging family
- Child Placing Self at Risk
- Neglect
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Trafficking
- Female genital mutilation
- Honour-based violence and forced marriage
- Fabricated or induced illness
- Other concern

This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

If you are unsure, ask for the Child Protection Coordinator in the School (Mrs Gordon – Head Teacher) or Deputy Coordinators (Mrs Frew and Miss Lees).  They have received the latest training in Child Protection so that they are confident, well informed and supported to promote the protection of children.  You can discuss your concern(s) with them. Social Work and/ or Police can also be consulted out with School hours if required.

If you have a concern for a child, call duty Social Work on 01343 563900 (08457 565 656) out of office hours) and/or the Police on 101.  Pass on your concern and all the information you have available to you.

More information can be found on the Moray Child Protection webpage at:
http://www.moray.gov.uk/moray_standard/page_55497.html

# Curriculum for Excellence

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.

Teachers and practitioners will share information to plan a child's learning journey, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the transition is smooth.  They will ensure children continue to work at a pace they can cope with and with challenges on which they can thrive.

Curriculum for Excellence balances the importance of knowledge and skills.  Every child is entitled to a broad general education, whatever their level and ability.  Every teacher and practitioner is responsible for literacy, numeracy and health and wellbeing – the language, numbers skills and knowledge of wellbeing that unlock other subjects and are vital to everyday life.

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.  For example, the residential trip that is organised every two years gives P6 and P7 pupils the opportunity to develop exactly those skills as well as encouraging independence.

**We aim for Mortlach pupils to be:**

**Successful Learners**
- Structured and balanced curriculum planned.
- Varied teaching methods and activities.
- Encourage pupil responsibility for self/peer assessment and target setting.
- Monitor progress, record achievement and attainment to ensure each child reaches their potential.

**Confident Individuals**
- Identify the emotional, physical and social needs of pupils and help them develop positive attitudes and personal and social skills.
- Celebrate success in the classroom, the school and in home life.
- Provide appropriate support for children with additional support needs.
- 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**
- Encourage children to enrich the school and its community by acting responsibly and by valuing the unique context of Mortlach and their community.
- Ensure that individual differences of race, culture and belief are 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 pupil leadership groups, school captains, vice-captains and sports captains, and Rights Respecting Schools Steering Group, ensuring children are aware of their rights and the UN convention of Children's Rights .
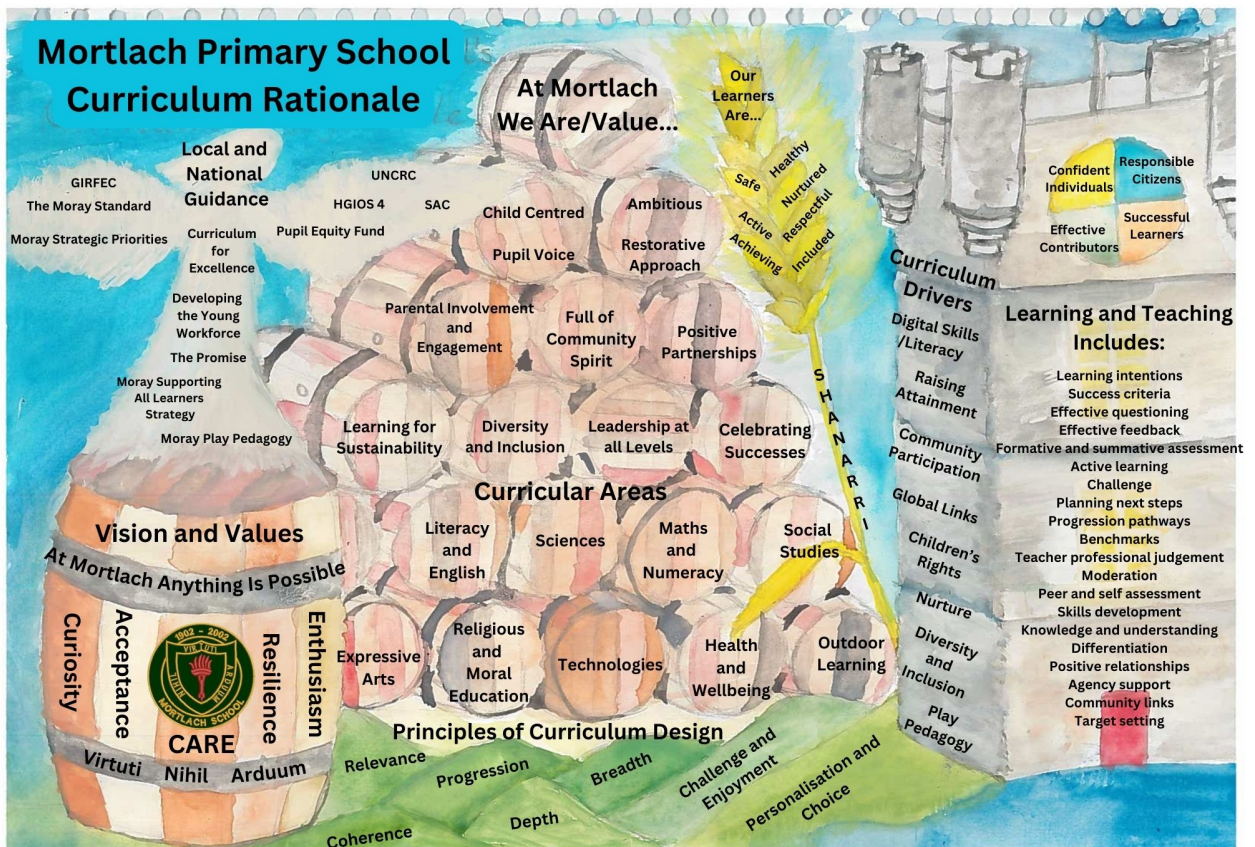
**Effective Contributors**
- Promote attitudes of enterprise and self-reliance.
- Encourage pupils to work on their own, and in teams, to apply their thinking skills, to create and develop ideas and to solve problems



# Our Curriculum Rationale

After consultation with pupils, parents and staff we updated our curriculum rationale in October 2023.



Our pupils were heavily involved in the refresh of our rationale and created displays to celebrate our drivers.
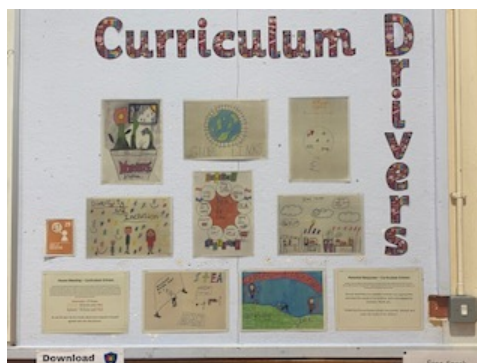
# Assessing Progress

There are Scottish standardised assessments in Primary school (SNSAs) for literacy and numeracy and National 1 – 5, Higher and Advanced Higher qualifications in Secondary school.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support if needed.  There is an emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

More information about the Curriculum for Excellence can be found at:
http://www.LTScotland.org.uk/Parentzone
http://www.educationscotland.gov.uk/parentzone/cfe/index.asp
http://www.educationscotland.gov.uk/parentzone/resources/index.asp
http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp
https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence

# 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 the end of Primary 1
- **First Level -** through to the end of Primary 4
- **Second Level -** through to the end of Primary 7
- **Third and Fourth 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.  However, 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, dependent on individual circumstances and needs.

# Experiences and Outcomes (Es and Os)

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 interdisciplinary learning opportunities using interesting contexts e.g. WWII, Minibeasts, etc.  Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and Meta-Skills.

The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.

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 webpage has more information on other subjects and knowledge covered by the curriculum:
https://education.gov.scot/parentzone/

# The 7 Principles

All learning must take account of these principles:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

This is to ensure children's development is useful and meaningful.

# The 8 Curriculum Areas – containing a range of subjects

- **Expressive Arts -** Art, Drama, Music and Dance
- **Health & Wellbeing -** Personal, social and emotional health, PE
- **Literacy and English –** Reading, Writing, Spelling, Grammar, Listening and Talking, Modern Languages
- **Numeracy and Mathematics** - Number work, Problem Solving, Maths
- **Religious and Moral Education -** Religions, values and beliefs
- **Sciences –** All areas
- **Social Studies -** Scotland and the World; past, present and future
- **Technologies -** Food, Design and Computing

**Let's look at each one in a little more detail:**

### Language

Language is at the heart of a child's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children both to communicate effectively with others for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Because language is central to children's intellectual, emotional and social development it has an essential role across the curriculum.



The four areas of language work in school, listening, talking, reading and writing cannot be taught in isolation. They are all linked together in the various activities that the teachers plan for their pupils. For example, older pupils may have a visiting speaker to listen to, then discuss what they have heard, listening to each other's point of view, before writing a report. This can then be read to the rest of the class. Thus one activity involves all four areas of language.

Pupils work on developing their handwriting so that their written language can be shared with others. Teachers use a variety of resources to help pupils develop their own, neat, style of writing.

Much importance is placed on learning to read. We have introduced a new core reading scheme, Big Cat Readers, which align with our curriculum drivers, are up to date and cover a wide range of fiction and non-fiction texts. We have also purchased novel sets to provide further extension of reading skills beyond the core scheme. We cannot thank our Parent Council, parents, The Auldbake Hoose, the Dufftown Highland Games Committee and Glenfiddich Distillery enough for their contributions towards the cost of updating our reading resources.

Listening and talking have been recognised as vital communication skills. We teach the pupils to listen – to stories, to instructions and most importantly, to other people's views.

Pupils from P3 upwards are learning German and all pupils learn French from the early years through the 1+2 initiative from the Scottish Government. This means that pupils can make an informed choice when they move on to Speyside High School and are asked to make a choice of foreign language in their first year.

## Mathematics

Maths plays an important part in our lives. It is used in everyday activities such as buying food and clothes, keeping time and playing games. Pupils come to school having already experienced maths informally, for example handling objects, doing things in order and enjoying pattern. Some children may have a grasp of number, shape and direction. They may even be able to count, although it is often just a list of words they can recite with little understanding of what the words actually mean.

Once at school the pupils learn about number, money and measurement, shape, position and movement, information handling and problem solving. Practical applications of maths are very important and learning tables is seen as an integral part of this. The ability to mentally calculate quickly and accurately is necessary for everyday life and pupils are encouraged to learn the times tables carefully and accurately. Mental Maths is given a high priority in our school and pupils practise their mental maths daily in class.

Calculators and computers also have their place in maths lessons but they are not a substitute for basic skills in addition, subtraction, multiplication and division. Used creatively, calculators and computers can enhance mathematical learning.

## Health and Wellbeing

Good health is important to us all. We believe that for our pupils to reach their potential they must be healthy, attentive and emotionally secure. In line with the Scottish Government's commitment to improving the health and well-being of Scotland's population we are a Health Promoting School. Our aim is for the whole school community to work together to provide our pupils with integrated and positive experiences and structures which promote and protect their health.

Each term all pupils complete a Health and Wellbeing Wheel through discussions one to one with a member of staff. These focus on the SHANARRI indicators (safe, healthy, achieving, nurtured, active, respected, responsible, included), pupils rate how the feel on a scale of 1 to 10 on each of the indicators. If a pupil rates themselves low on any of the indicators Mrs Gordon or the class teacher will

phone parents to discuss how we can work together to support the child to feel more secure. The Wellbeing Buddies are used to teach pupils about the SHANARRI indicators and are visual in our hall on our 'SHANARRI Shelf'. The Wellbeing Buddies are an integral part of our weekly whole school assemblies.

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.

This also includes:
- Both the formal and informal curriculum.
- The provision of appropriate health services.
- The involvement of the family and the wider community in efforts to promote health.

### Sciences/Social Studies
Pupils will experience science and social subjects. In the Primary School some of these areas are taught as discrete subjects, such as science, while others are taught through interdisciplinary work. For example, an interdisciplinary project about "Ourselves" will not only include language and maths but might involve looking at the town where we live, finding out about life in Victorian times, finding out about the way in which household machines such as toasters and washing machines have changed our lives and collecting information about pupils heights, birthdays or pets in order to create a database of information. These projects include aspects of work from a number of areas of the curriculum.

### Expressive Arts
This covers the four creative areas of art & design, drama, music and dance. These areas play an important role in the education of all pupils. They encourage the exploration of values, foster imagination and creativity, develop practical skills and promote intellectual development.

Art and Design encourages pupils to develop their capacity to invent, create and interpret images and objects, design and make and then evaluate their work and gain insight into technological processes.

Drama builds on the natural process of using imaginative play to explore order and make sense of the world around us.

Music can enrich the lives of pupils through providing opportunities for music making involving a variety of instruments as well as voices, listening and responding to music of varying kinds and learning musical skills.

Dance - Physical activity is essential to the growth and development of children. Dance offers opportunities for the development of physical and social skills, fitness and a healthy lifestyle. Christmas parties include traditional dances such as the Gay Gordon's and the Dashing White Sergeant. These are social skills that they retain to use again when they attend parties at secondary school and family weddings.

## Religious and Moral Education

Religious education is concerned with the development of the understanding of religion as a significant area of human experience. It is also an aspect of personal growth enabling the individual to explore questions concerning the meaning of life.

Major religions such as Christianity, Buddhism, Hinduism, Judaism, Sikhism and Islam are represented within learning activities.

It is important pupils are encouraged to develop understanding and respect for people of other faiths and people who adopt a non-religious stance.

Religious education is often explored through project work, as is moral education. The pupils are encouraged to develop an appreciation of common values such as honesty, liberty, justice, fairness and respect for others.

A whole school assembly is held once a week. These are led by the Head Teacher, School Chaplains, visiting specialists and the pupils themselves. Parents/carers are invited to come along to a class assembly once a year. A festive performance is usually performed in the school hall by middle and upper stages pupils in December. Our infant pupils and their families are invited to take part in an annual Festive Fun afternoon.

Parents have a right to withdraw their children from Religious Education if they so wish, after consultation with the school.

## 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
- Craft, design, engineering and graphics
- ICT to enhance learning
- Computing science
- Food & textiles
- Business

We have a full class set of laptops funded by the Parent Council for classroom use and a set of iPads kindly donated by the DDCA.

## Personal & Social Development

This area of the curriculum is a fundamental aspect in the education of the whole child. It is concerned with the development of life skills. All aspects of a child's experience at home and in school contribute to personal and social development. We hope the children will develop a positive regard for themselves and others and develop the life skills to enable them to participate positively in society.

The school as a community has an influence on the personal and social development of each pupil. By creating a warm, caring, supportive atmosphere in school we try to help everyone involved know that they are valued.

We make a point of celebrating success each week at school assemblies with Head Teacher certificates and we have a Celebrating Success Achievement Wall in school which details individual and group achievements. It is not only the academic achievements of children that are recognised. We

celebrate a range of achievements reached by children in and out of the school e.g. progress in personal development, participation in events, extra-curricular and personal interest activities. Pupils are encouraged to tell us about successes and achievements gained out with school so that they can be celebrated e.g. Tae Kwon Do, Judo, Gymnastics, Football and Musical achievements.

Annual trophies are presented at the end of the school year.

# 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 and is 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 & 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.

# Pupil Equity Funding (PEF) Scottish Government Attainment Challenge

Schools in Scotland will continue to receive additional money to raise attainment in Literacy, Numeracy and Health and Wellbeing this year.  This is directly correlated to the number of Free School Meals pupils Mortlach has from one year to the next.



# Personalisation, Choice and Achievement

Planning of learning contexts and methods may be personalised according to an individual's learning and development priorities.  Thus, there may be different expectations of learning and achievement for different children.

# Meta-Skills

The CfE emphasises the development of skills for learning, life and work. At Mortlach we base our skills develop around the Meta-Skills and use them to plan and reflect upon learning.

Important themes are Enterprise, Global Citizenship and Sustainable Development. Pupils can also become involved in the school's various leadership groups or become elected as House Captains/Vice Captains and Sports Captains.



# Assessment

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action.

To this end we continually assess the child's stage of development in reading, spelling, writing and maths in every class. Regular tracking of all children's' progress takes place.

Scottish National Standardised Assessments (SNSA) testing will take place during the school year for P1, P4 + P7 pupils.

Assessment is crucial to tracking progress and planning next steps to enable quality learning to take place. Learners are greatly involved in this process so that they can take ownership of learning progression.

- Self-assessment - what has been successful and what needs improvement.
- Peer assessment - help others appreciate what is good about their work and what needs developing.
- Personal learning planning - pupils, teachers and parents will work together to develop planning for the child's next steps in learning.

# Positive Relationships

Everyone has to abide by certain basic rules and standards of behaviour if the work of the school is to function successfully.  This applies to pupils, teachers and parents/carers.  School rules are kept to the minimum and are explained to the pupils so that they can be seen to relate to the well-being of the school community.

Each class creates a Class Charter which is a set of classroom rules and display these throughout the year.  Charters are revisited throughout the year to ensure that they are still relevant.

All the pupils are allocated a House.  House points are collated at the end of each week by House and Vice Captains.

Achievements out of school are embedded into our ethos.  All children are encouraged to share success at weekly assemblies.

# Relationships Policy

At Mortlach we strive to provide a safe, caring and purposeful environment in our school.  The school enjoys a positive and welcoming ethos and we seek to enhance this in partnership with home and the wider community.

It is important to have clear guidelines which demonstrate values, expected behaviour and procedures for those times when children need extra support and guidance in order to exercise appropriate behaviour in school.

Fairness and consistency have been shown to promote positive behaviour.

At Mortlach we aim to ensure that all children, their parents/carers and staff have a clear understanding of the expected appropriate behaviour which allows pupils to benefit from full and proactive participation in school life.  All children will be encouraged to form positive relationships with their peers, teachers and support staff, helping them to develop the necessary skills to become responsible citizens in the wider community.
 (National Priorities: *'Values and Citizenship', 'Framework for Learning', Inclusion and Equality' and 'Learning for Life'*) '***Ambitious, Excellent Schools'- November 2004***

Our Pupil Leadership Group have been using 'How Good is OUR School?' to support their understanding of relationships within our school community.  The group have looked at data from previous self-evaluation activities undertaken in the last few years.  The group then created a survey which they used to gather up to data information.  These surveys were carried out by pupils in class, playgrounds and the canteen.  The data the pupils gathered has been used by pupils and staff to make changes to our current 'Positive Behaviour Policy'.

Our new 'Relationships Policy' was launched in January 2024.

**Mortlach Primary School
Relationship Policy**

Anything is Possible
Celebrating Success
We are
Curious
Accepting
Resilient
Enthusiastic
We can
Pause
Give
Space
Share
Seek
Support
Communicate
Review
Adjust
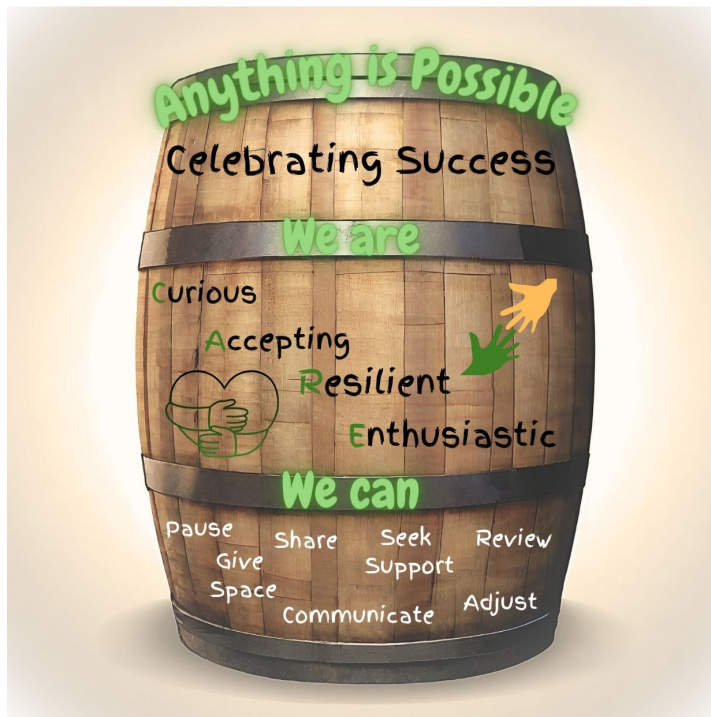
Pupils will collect Care Points which will then equate to personal certificates and house points as below:-

**CARE Cards**

1 card – 5 House points and sticker
3 cards - 10 House points and bronze certificate
7 cards - 15 House points and silver certificate
10 cards – 20 House points and gold certificate

**How can pupils earn care points?**

- Rewarding effort as well as achievement.
- Showing curiosity, acceptance, resilience, enthusiasm, caring.
- In exceptional circumstances a max of 5 CARE points can be given.

We encourage pupils to follow the "Care Rules".

<div align="center">

**Be Safe**
**Be Kind**
**Be Polite**
**Be Helpful**
**Be Respectful**
**Be Hardworking**

</div>

**How do we celebrate successes?**

- CARE points
- House points
- HT Awards
- Stickers
- Celebrating success wall
- Praise postcards – sent home to parents via Royal Mail.
- Tweets
- Phone calls to parents/carers
- Notes in diaries
- Verbal acknowledgement
- Further responsibilities
- Displays of work
- End of year trophies
- Assemblies
- Sending good piece of work home
- Smile
- Sharing successes with peers
- And more…

**When things doing go as planned, what do we do?**
**Pause, space, share, communicate, support, adjust, review.**

**Pause**

- Adults and child take time to consider whether further action is needed.
- In some circumstances this will be enough.
- Adults to consider PACE (Playfulness, Acceptance, Curiosity and Empathy).
- Adults to consider triggers and motivators. Remove triggers if possible, use motivator to redirect child's focus.

**Space**

- Give child the physical space and time to process what has happened.
- Adults to support co-regulation if required.
- Adults to consider PACE (Playfulness, Acceptance, Curiosity and Empathy).
- Adults to consider triggers and motivators. Remove trigger if possible, use motivator to redirect child's focus.
- Adults to ensure that they have the child in sight at all times, even when giving physical space.
- Adults to consider whether child needs to move into a more supportive space within the school building or grounds.
- Adults to consider whether others need to be removed to keep everyone safe.

**Share**

- Restorative conversation with child about trigger of the behaviour and how to deal with it, focusing on natural consequences.
- There may be times when the child is unable to explain where the behaviour has come from. Through co-regulation they may start to be able to communicate what has caused the behaviour.
- CIRCLE (Education Scotland) resources used to identify strategies that may support the child in the furture.
- Report to HT and record if in staff's professional judgement deems it necessary.



**Communicate**

- If behaviour is serious, or repeated, then communicate with parents.
- Usually a phone call or email from Head Teacher.
- Head Teacher will discuss with parents about how they would like information shared with them if behaviour is occurring often.
- Head Teacher and parental discussions will be solution orientated, looking to support the child to be able to deal with the behaviours in a more appropriate manner.
- If required parents, child and staff to meet to discuss support.

**Support**

- In school support – nurture groups, Pupil Support Assistant time with individuals or small group, support for learning teacher, Seasons for Growth, allocated nurturing time with adult, etc.
- External expertise sought. This may be from within Education, NHS, Charities or specialist sectors.
- Risk assessments completed by Head Teacher if required. These will always be shared with parents and reviewed regularly.
- BSS risk assessments completed by Head Teacher if required. These will always be shared with parents and reviewed regularly.
- Learner Profile and Support (LPS) document created – this is a working document that all adults can use to ensure that barriers to learning are addressed. These are reviewed twice a year and shared with parents.
- Co-ordinated Support Play (CSP) – this document is a more in-depth plan that can be used to co-ordinated multiple agencies actions to support a child.
- Individualised Education Plan (IEP) – for some pupils an IEP will be used to plan target interventions to support barriers to learning, these could be physical, emotional or other barriers.

- Child planning meetings – in some instances it is beneficial for all adults who are support a child or family to meet regularly to evaluate progress and create action plans for next steps to ensure that everyone is aware of what the child, or families, needs are and how they can be best addressed.

**Adjust**
- Consider whether timetable, curriculum and/or physical environment suits the needs of the child.
- Other professional's advice may be sought with regards to adjustments needed.
- Where possible adjustments will be made.

**Review**
- Constant review of all steps to ensure the support in place is affective and helping the child to make progress.

# Mortlach Primary School – Anti-Bullying Policy

**<u>Definition of Bullying Behaviour</u>**
Moray Council respects, supports and recognises the National Approach to Anti-bullying as set out in Respect for All (Scottish Government, 2017) and the definition:
*Bullying is both behaviour and impact. The impact is a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency.' Bullying takes place in the context of relationships; it is the behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respectme, 2017).*

**<u>Bullying online is just as serious as bullying face-to-face and will be treated equally.</u>**

Bullying is not tolerated at Mortlach School. The Health and Wellbeing curriculum at all stages stresses the need for us to accept the fact that we are all different and should not be victimised because of those differences.

If you think your child is being bullied please contact the school as soon as possible and we will do everything we can to ensure that it does not continue.

Teachers and parents can only take action to deal with bullying if they are told about it. Children are encouraged to tell their parents or members of staff about incidents. Isolated incidents should be reported but according to the situation, may be treated as cases of indiscipline when children have simply "fallen out" with each other. Often these situations are reasonably easily resolved through discussion with both/all pupils involved. However, detailed notes are taken of these incidents in case a pattern is established that points to bullying behaviour.

When bullying is reported teachers will:

1. Establish what happened, where, when and how often this has occurred, by listening to both sides of the story.
2. Reassure the victim. Discuss the bully's actions and the possible reasoning behind them.
3. Encourage the bully to see the victim's point of view.

4.  Appropriate sanctions put in place.
5.  If the unacceptable behaviour continues, then parents will be invited to discuss the matter with the Head Teacher and other professionals if necessary.

There are positive actions that are taken in order to prevent bullying:

☺ Staff are watchful, observing social relationships between pupils in the class and in all areas of the school.
☺ Awareness of bullying is raised through the Health and Wellbeing Curriculum.
☺ Staff and parents encourage pupils to be civil and polite to each other even if they can't be friends.
☺ Staff and parents encourage children to accept that people may be different and have different opinions from themselves.
☺ Staff and parents work together to help children realise that bullying is unacceptable.

| Moray Council<br>Education, Communities & Organisational Development<br><br>**Address:** Council Office, High Street, Elgin IV30 1BX<br>**Telephone:** 01343 563374  **Hours:** 8.45am - 5.00pm Monday to Friday<br>**Email:** education@moray.gov.uk  **Website:** www.moray.gov.uk |
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Updated 14/08/2023

| Moray Council A-Z | | |
|---|---|---|
| Active Schools | Email: | Active.schools@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_52055.html |
| Additional Support for Learning | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_42567.html |
| Adverse Weather Procedures | Telephone: | 0870 054 9999 (school information line)<br>Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge<br>Local school or 01343 563374 |
| | Email: | Local school or education@moray.gov.uk |
| | Website: | https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx<br>www.moray.gov.uk/moray_standard/page_53021.html |
| After School Clubs | Telephone: | 01343 563374 |
| | Email: | Childcare.info@moray.gov.uk |
| | Website: | www.scottishfamilies.gov.uk/ |
| Armed Forces Families Information | Telephone: | 01980 618244 (MOD Children's Education Advisory Service) |
| | Email: | enquiries@ceas.uk.com |
| | Website: | www.moray.gov.uk/moray_standard/page_100164.html |
| Attendance and Absence | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55580.html |
| Bullying | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_52988.html |
| Childcare | Telephone: | 01343 563374 |
| | Email: | Childcare.info@moray.gov.uk |
| | Website: | www.scottishfamilies.gov.uk/ |
| Children and Families Social Work | Telephone: | 01343 554370 or out of hours emergency 03457 565656 |
| | Email: | childrensaccessteam@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_47606.html |
| Child Protection | Telephone: | 01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999 |
| | Email: | childrensaccessteam@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55497.html |
| Clothing Grants | Telephone: | 01343 563456 |
| | Email: | revenues@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55486.html |

| Moray Council A-Z | | |
|---|---|---|
| Data Protection | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_75569.html |
| Deferred Entry to Primary School | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_52991.html |
| Disability & Inclusion | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_43019.html |
| Early Entry to Primary School | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_56925.html |
| Early Learning & Childcare (pre-school) | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_42682.html |
| Education Maintenance Allowance | Telephone: | 01343 563338 |
| | Email: | EMAMoray@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_40540.html |
| Exclusion from School | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_53001.html |
| Free School Meals | Telephone: | 01343 563456 |
| | Email: | revenues@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55486.html |
| Grants and Bursaries | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_43903.html |
| Home Education | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_53000.html |
| Instrumental Instruction | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_53005.html |
| Placing Requests | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_49601.html |
| Race & Equality | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | http://www.moray.gov.uk/moray_standard/page_43019.html |
| School Meals | Telephone: | 01343 557086 |
| | Email: | schoolmeals@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55540.html |
| School Term and Holiday Dates | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55829.html |
| Transport (For Pupils) | Telephone: | 0300 123 4565 |
| | Email: | transport@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_1680.html |

# MORAY COUNCIL: *Education Department*

## SCHOOL IMPROVEMENT PLAN

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## Priority 1

### *Summary of Priority:* **Raising Attainment in Literacy**

| | |
|---|---|
| ☒ Learning, Teaching and Assessment<br>☒ Empowering leadership at all Levels | ☒ Curriculum<br>☒ Closing the poverty related attainment gap |

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| | | |
|---|---|---|
| ☒ Placing human rights and needs of every child and young person at centre<br>☐ Improvement in children and young people's health and wellbeing<br>☒ Closing the attainment gap between the most and least disadvantaged children<br>☒ Improvement in skills and sustained, positive school leaver destinations for all young people<br>☒ Improvements in attainment, particularly in Literacy and Numeracy | ☒ School and ELC Leadership<br>☒ Teacher and practitioner professionalism<br>☒ Parent/carer involvement and engagement<br>☒ Curriculum and assessment<br>☒ School and ELC Improvement<br>☒ Performance Information | ☒ P1: Overcoming challenges – disability, neurodiversity<br>☐ P2: Tackling child poverty<br>☐ P3: Improving CYP mental wellbeing<br>☒ P4: Strengthening family support<br>☐ P5: Improving CECYP outcomes |

| | | |
|---|---|---|
| ☒ 1.1<br>☒ 1.2<br>☒ 1.3<br>☐ 1.4<br>☐ 1.5 | ☐ 2.1<br>☒ 2.2<br>☒ 2.3<br>☒ 2.4<br>☒ 2.5<br>☐ 2.6<br>☒ 2.7 | ☒ 3.1<br>☒ 3.2<br>☒ 3.3 |

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
|---|---|---|---|---|
| Use Moray literacy progressions across the school. | Using the Moray progression across the school will ensure that seamless transitions between classes.<br><br>Moray progressions used for planning will ensure that learning is explicitly linked to experiences and outcomes.<br><br>Staff will use Moray progressions for moderation purposes ensuring a consistent level of expectation across the whole school.<br><br>Assessment activities will be based on the progression and therefore ensure a consistent approach across the whole school. | September 2024 | Teaching Staff | • Class planning folders will include the Moray literacy progressions.<br>• Whole school moving to digital planning.<br>• Mrs Gordon part of the Literacy MIG and will provide feedback to staff with regards to developments across Moray.<br>• Transitions between classes will benefit from clear handover of progression notes.<br>• Termly assessment data will show an upwards trend.<br>• Reading and Writing ACEL data will increase in P1, P4 and P7. |
| Grammar skills to be embedded within writing lessons. | Writing lessons will start with a grammar focus. | November 2024 | Teaching Staff | • Writing pieces will show application of grammar skills.<br>• Through self and peer assessment learners will be able |

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| | Writing success criteria will include grammar to ensure that learners are able to apply skills in context.<br><br>Staff able to track pupil progress and implement support, if needed, in a timely manner.<br><br>Pupil's application of grammar skills will help to improve their writing levels. | | | to identify next steps in grammar and writing.<br>• Increase in writing attainment across the school in termly assessments.<br>• SNSA data will show an increase in correct answers in grammatical questions.<br>• Writing ACEL data will increase in P1, P4 and P7. |
| Literacy working walls in all classes. | Learners will be able to see how to use grammar, phonics and spelling skills within their writing.<br><br>Working displays will reflect current learning activities in class and provide support for learners to apply these within further written activities.<br><br>Working walls will allow for consistency across the school and ensure pupil progress is maintained. | August 2024 | School Staff<br>Pupils | • Learners will use working walls regularly and will be able to explain how they help.<br>• Learners can evidence that they are applying what they are learning within writing pieces.<br>• Working walls are present in all classrooms.<br>• Quality of written pieces across the school will show increased understanding of concepts.<br>• Termly assessment data will show an increase in attainment. |
| Writing rubrics to be used to plan and assess writing across the school. | Clear progression across the school with regards to writing skills development.<br><br>Learners will gain an understanding of writing expectations and next steps.<br><br>Learners encouraged to self and peer assess writing pieces to ensure they are meeting expectations. | August 2024 | Teaching Staff<br>Pupils | • Quality of writing will improve across the school.<br>• Learners will be able to share their next steps in writing.<br>• Assessment data will reflect an upwards trend in writing across the school.<br>• SNSA date will show an increase in correct answers in writing questions.<br>• Writing ACEL data will increase in P1, P4 and P7.<br>• Learners will achieve at least 80% of rubric outcomes before moving on to next level. |
| Re-launch Accelerated Reader programme. | Pupils and parents have a clearer understanding of the AR programme and the benefits it has to pupil's progress in reading.<br><br>Pupils will be able to state their reading age, reading successes and their next steps.<br><br>All pupils will make progress in reading. | November 2024 | Teaching Staff<br>Parents | • Parent information shared via email, social media and face to face information evening.<br>• Parental feedback received via menti or eform on their understanding of the AR programme.<br>• Pupil's engagement with the programme will increase by at least 20%.<br>• Reading ages across the school will increase.<br>• SNSA data will show increase in reading and |

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| | | | | comprehension skills. |
| | | | | • Termly assessment data will reflect that pupils are achieving at least three months within their chronological age, or interventions will be planned. |
| Implement class novel sets to support development of comprehension skills in upper stages. | Upper stages pupils will develop their reading skills supported by texts which provide more challenge.<br><br>Upper stages pupils involved in choosing the texts to ensure pupil engagement.<br><br>Upper stages staff will develop reading activities which align with high school expectations to provide seamless progression between settings.<br><br>Pupils begin to use reading and comprehension activities as a driver for application of meta-skills. | January 2025 | Upper stages staff | • New class sets of novels included in the planning of comprehension and reading activities in P6 and P7.<br>• Reading ages increasing in P6 and P7, where pupils are not receiving ages concurrent with chronological age supports will be put in place.<br>• SNSA data will show increase in reading and comprehension skills.<br>• SHS staff notice an improvement in the readiness of our P7 pupils to engage in reading and comprehension activities at SHS.<br>• P6 and P7 pupils will share their understanding of meta-skills and give examples of how they have been applied. |
| Continue to work towards becoming a 'Reading School'. | An emphasis will continue to be placed on the value of reading across the school. Pupils encouraged to develop an interest in reading for enjoyment and developing their skills.<br><br>The wider community will be involved in the 'Reading School' developments to support pupils to read for enjoyment outside of school.<br><br>Pupils will have access to a wider range of texts that suit everyone's reading interests.<br><br>Pupils will be involved in whole school developments to increase opportunities for reading. | May 2025 | Teaching Staff<br>Pupils<br>Parents | • Increase in the amount of pupils who are choosing to read for enjoyment.<br>• Increase in AR quizzes being taken across the school.<br>• Menti and eform feedback shows parental feedback about reading and their involvement in driving reading as a priority within our school community.<br>• Reading ages across the school will increase.<br>• ACEL and SNSA data.<br>• Evidence collated for the 'Reading School' programme. |
| Use a structured approach to teaching spelling and phonics. | Staff to use Wrap Around Spelling and Wrap Around Phonics to ensure clear progression for learners is embedded.<br><br>Learners to engage with daily spelling/phonics | August 2024 | Teaching Staff<br>Pupils<br>Parents | • Increase in weekly spelling scores across the school.<br>• Where pupils are scoring 3 months or more below their spelling age support will have been planned and implemented.<br>• Significant improvement in spelling in all written |

| | | | | activities across the curriculum. |
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| | Learners to apply spelling and phonics skills across the curriculum.<br><br>Spelling/phonics homework to follow whole school approach to ensure consistency for pupils and parents. | | | • SNSA data will reflect an improvement in understanding of spelling and phonics rules and patterns. |

**Evidence to support reduced bureaucracy/workload of teachers:**

- Moray Literacy progression is prepared and ready for use.
- Writing rubrics in place.
- Structured spelling and phonics resources are in place.
- Progressions used for planning.

# MORAY COUNCIL: Education Department
## SCHOOL IMPROVEMENT PLAN

## Priority 2

### Summary of Priority: Curriculum Development – Maths and Numeracy

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

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| ☒ Placing human rights and needs of every child and young person at centre<br>☐ Improvement in children and young people's health and wellbeing<br>☒ Closing the attainment gap between the most and least disadvantaged children<br>☒ Improvement in skills and sustained, positive school leaver destinations for all young people<br>☒ Improvements in attainment, particularly in Literacy and Numeracy | ☐ School and ELC Leadership<br>☒ Teacher and practitioner professionalism<br>☒ Parent/carer involvement and engagement<br>☒ Curriculum and assessment<br>☒ School and ELC Improvement<br>☒ Performance Information | ☒ P1: Overcoming challenges – disability, neurodiversity<br>☐ P2: Tackling child poverty<br>☒ P3: Improving CYP mental wellbeing<br>☒ P4: Strengthening family support<br>☒ P5: Improving CECYP outcomes | ☒ 1.1<br>☒ 1.2<br>☒ 1.3<br>☒ 1.4<br>☒ 1.5 | ☐ 2.1<br>☒ 2.2<br>☒ 2.3<br>☒ 2.4<br>☒ 2.5<br>☒ 2.6<br>☒ 2.7 |

(Additional column: ☒ 3.1 ☒ 3.2 ☒ 3.3)

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
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| Update maths and numeracy progressions to ensure that they are reflecting maths and numeracy benchmarks from early to third level. | Clear progression pathways will ensure pupils are aware of expectations and next steps.<br><br>Learners will be encouraged to engage in maths and numeracy learning which is relevant and coherent.<br><br>Progressions used to plan assessment activities ensuring a consistent approach across the whole school.<br><br>Progressions used during moderation activities ensures all staff are aware of expectations within each level. | November 2024 | Teaching Staff | • Digital planning will include updated progression documents for each class.<br>• Progression will be shown using updated progression documents.<br>• Termly assessment data will show that pupils are gaining skills between start of block and end of block assessments.<br>• ACEL data will show an increase in maths and numeracy skills in P1, P4 and P7 compared to last year.<br>• SNSA data will show an improvement in pupil's confidence in answering questions correctly when compared to previous SNSA data. |
| Maths and numeracy skills to be developed through context for learning. | Learners will apply maths and numeracy skills in different contexts, which will allow them to see these skills being used in for a real life purpose.<br><br>Learners grow in confidence in applying maths and numeracy skills in different contexts.<br><br>Learners see that maths and numeracy skills have a purpose in the world of work and in life beyond school. | August 2024 | Teaching Staff | • Context bundle planning documents include space for maths and numeracy skills to be included.<br>• Learners can explain how they have used maths and numeracy skills within other contexts.<br>• Context assessment reflections will show learners confidence in applying skills.<br>• Start and end of block assessments will show value added. |
| Robust assessments in place to support maths and numeracy skills across school. | Learners will complete assessment activities which are based on the benchmarks from early to third level.<br><br>Learners will complete start of block assessments to identify gaps within understanding.<br><br>Learners will complete end of block assessments to demonstrate skills gained.<br><br>Learners will be encouraged to use skills learned at different points of the year to ensure information is | November 2024 | Teaching Staff | • Start and end of block assessments will show value added through teaching.<br>• SNSA data will show that pupils in P1, P4 and P7 have gained skills in maths and numeracy.<br>• Consistent approach to assessing across the school will allow for coherent class level assessment data to be gathered.<br>• Pupils will move up a level within maths and numeracy when they achieve at least 80% of the overall assessment score. |

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| | retained longer term. | | | |
| Consistent approach to homework across school. | Learners will benefit from a range of maths and numeracy homework activities that they can complete.<br><br>Homework activities will give learners the opportunity to practice skills being developed in class.<br><br>Maths and numeracy sway shared with parents/carers which identifies ways that skills can be developed at home. | August 2024 | Teaching Staff<br><br>Pupils<br><br>Parents | • Increase in amount of pupils completing maths and numeracy homework compared to previous year.<br>• Pupil's recall of maths and numeracy skills will increase, this will be evident in mental maths assessments.<br>• Assessment data will show an increase in achievement at all levels compared to previous year. |
| Practical maths and numeracy activities planned to support development of skills. | Learners will have access to quality experiences that invite them to apply developing skills in practical maths activities.<br><br>Practical activities used to extend learning in class as a warm up or end of lesson activity.<br><br>Learners will gain confidence in applying maths and numeracy skills in different contexts. | January 2025 | Teaching Staff | • Practical activities evident in all classrooms.<br>• Learners able to share strategies that they use to solve problems.<br>• Profiles will demonstrate how pupils have applied their maths and numeracy skills in practical ways.<br>• Assessment data will show pupils are able to retain skills and apply them. |

**Evidence to support reduced bureaucracy/workload of teachers:**

- Maths and numeracy resources have been organised and stored to make access easier.
- Progression documents shared with all staff.
- Assessment expectations clear and cohesive across school.

# MORAY COUNCIL: *Education Department*
## SCHOOL IMPROVEMENT PLAN

## Priority 3

### *Summary of Priority*:  **Parental Engagement**

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

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| ☒　Placing human rights and needs of every child and young person at centre | ☒ School and ELC Leadership | ☒ P1:  Overcoming challenges – disability, neurodiversity | ☒ 1.1　☒ 2.1 |
| ☒　 Improvement in children and young people's health and wellbeing | ☒ Teacher and practitioner professionalism | | ☒ 1.2　☒ 2.2 |
| ☒　Closing the attainment gap between the most and least disadvantaged children | ☒ Parent/carer involvement and engagement | ☒ P2:  Tackling child poverty | ☒ 1.3　☐ 2.3　☒ 3.1 |
| ☒　Improvement in skills and sustained, positive school leaver destinations for all young people | ☒ Curriculum and assessment | ☒ P3:  Improving CYP mental wellbeing | ☒ 1.4　☒ 2.4　☒ 3.2 |
| ☒　Improvements in attainment, particularly in Literacy and Numeracy | ☒ School and ELC Improvement | ☒ P4:  Strengthening family support | ☒ 1.5　☒ 2.5　☒ 3.3 |
| | ☒ Performance Information | ☒ P5:  Improving CECYP outcomes | ☒ 2.6　☒ 2.7 |

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
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| Parent Council supported to understand their role within school developments. | Parent Council members will support wider parent body to understand the school's improvement priorities and how parents/carers can assist with these.<br><br>Parents/carers given time and space to share their opinions, skills and talents to best support school developments.<br><br>Parents/carers supported by school staff to identify how they can support whole school development. | November 2024 | Parents<br>School Staff | • Increasing number of parents attending Parent Council meetings sessions.<br>• Increase in parental response to school surveys compared to previous years.<br>• Minutes from Parent Council meetings shared with wider parent body.<br>• Parents actively engaged in school development.<br>• Parental voice gathered via menti and eforms. |
| Using online platforms to engage with parents. | Parents/carers will be more aware of improvement priorities and development work being undertaken to enhance all pupils' experiences at school.<br><br>Parents/carers will be reminded about activities planned and be able to prepare learners for changes to routines, or ensure they bring relevant resources to | December 2024 | Parents<br>School Staff | • Data from Sway will show the amount of parents accessing class and school newsletters.<br>• Data from Sway will show how many parents have accessed the numeracy and literacy support ideas for home.<br>• Amount of feedback received via eforms will increase |

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| | school. Learners will feel confident that parents/carers are interested in the life of their school. Learners will use online profiling tools to support reflections on learning and next steps. | | | compared with previous year. <br>• Menti data will show instant feedback and will show an increase in engagement compared to previous years. <br>• Menti to be used to give timely feedback on various aspects of school development. <br>• Data gathered from online profiling will show increase in amount of parental engagement compared to parents who accessed and signed written reflective logs. |
| Providing resources to encourage parents to support pupils learning and progression at home. | Parents will be consulted about what resources and support would be beneficial for helping pupils at home. <br><br>Action will be taken by staff to provide the support and resources required to help parents gain confidence in supporting pupil development. <br><br>Learners will benefit from targeted support at home to help them make progress on next steps. <br><br>Learners will benefit from parental engagement from parents who have a better understanding of their child's development needs. | January 2025 | Parents <br>School Staff | • Feedback from parents with regards to resources and support that would be beneficial. <br>• Increase in amount of parental feedback given compared to previous years. <br>• Pupil's assessment data will show an upwards trend. <br>• Pupils reflective logs will be accessed digitally and data will be gathered to reflect how parents are interacting with this form of reporting. |
| Supporting parents to understand the expectations of the curriculum. | Parent information sessions organised in school to support understanding of curriculum areas, experiences and outcomes, benchmarks and assessment evidence. <br><br>Parents will be able to support learners when discussing their learning progress and in identifying any gaps in their learning. <br><br>Learners will receive targeted support both at home and school. | May 2025 | Parents <br>School Staff | • Data will show how many parents attended information sessions. <br>• Feedback from sessions will show whether they were useful for parents, or the changes that need to be made to sessions. <br>• Learner's assessment data will show an upwards trend compared to previous years assessments. <br>• Parent's communication with school via pupil profiling and reporting will show a greater understanding of curriculum expectations. |
| Increasing parental awareness of impact they have on life of school, school development and positive ethos. | Information shared with parents about Parental Engagement as a key driver in pupil success and about Moray Parental Engagement Strategy. | November 2024 | Parents <br>School Staff | • School calendar will evidence parental engagement events. <br>• Parental feedback will evidence greater understanding of school ethos, aspirations and curriculum expectations. |

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| | Parents/Carers encouraged to engage in wider life of the school via information evenings, supporting trips, sharing own skills and talents with pupils.<br><br>Learners will see that parents/carers value their school and want to be part of the community. | | | • Learner's profiles will show how they have benefited from parental engagement.<br>• Learner's health and wellbeing webs will show an increase in positive outcomes. |

**Evidence to support reduced bureaucracy/workload of teachers:**

- Parental engagement information already available via Moray Council and other sources.
- Parent Council already aware of the need to increase parental engagement.

# Mortlach Primary School

## School Context and Overview

The school roll in September 2023 was 125. The classes were organised into a mix of straight and composite classes to best accommodate our pupils. The classes were confirmed as P1, P2, P3/4, P4/5, P5/6 and P7, due to significant differences in class sizes. Our teaching staff composition varies from two full time members of staff to a variety of job shares and one NQT. We also have a Support for Learning teacher, who works Monday, Wednesday and Friday. We benefit from having two classroom assistant and lunchtime auxiliaries, along with three pupil support assistants. PEF money has been used to allow us to provide more PSA hours. Pupils also received specialist input in PE and modern languages throughout the year.

Pupil Equity Funding this year was £19,726. This was used to employ support staff to run a highly successful, free to attend, Breakfast Club, which ensures that all pupils have accesses to a healthy breakfast before the start of the school day. Our Breakfast Club has also become a place for pupils to socialise and get to know pupils from other classes, this has had a positive impact on pupil's mental health. The support staff who run the club have become a friendly face for pupils to interact with first thing in the morning, these interactions ensure we can support pupils throughout the day if they are feeling unsettled or have raised a concern or issue. This has meant an increase in staff awareness of pupil's emotional wellbeing.

PEF was also used to purchase Nessy Learning, which is a multisensory approach to literacy, to support spelling and reading in particular. PEF money was also used to purchase the Accelerated Reading programme, this has encouraged pupils to engage with reading texts at the appropriate level for their abilities, and enabled them to have choice within their learning. PEF money was allocated to support the purchase of a new core reading scheme across the school, this scheme has supported pupils to develop their reading skills using texts which are more relevant and interesting for pupils. The Parent Council organised fundraising and contributed the majority of the cost towards the purchase of these resources. These resources have had a positive impact on the literacy progress of our pupils, as can be seen within termly assessments and SNSA data.

PEF money was also assigned to purchase literacy, numeracy and HWB resources to target support for PEF pupils. As well as to update sensory resources to best meet the needs of PEF pupils.

Parental engagement and involvement is a key feature of our school. Parents are encouraged to be fully involved in the life and work of the school. An active Parent Council meets regularly and works with the Head Teacher, parents and staff on strategic matters. The Parent Council continues to grow, with additional parents volunteering to attend meetings and support developments. These additions have ensured that all classes have parental representation on the Parent Council. The Parent Council works tirelessly to fundraise and support school development with a particular focus on the School Improvement Priorities. This year the Parent Council organised a hugely successful Race Night which raised enough money to purchase the new core reading scheme for the whole school.

Pupil participation is a key priority in our school, pupils have many opportunities to be involved in decision making and shaping the work and life of the school. Pupils have a sense of pride in their school and almost all are motivated learners. P2-P7 pupils have the opportunity to develop their leadership skills via Development Groups which are held on a Friday morning. Development Groups are designed to allow pupils from across classes to work together on development priorities. The pupils have the opportunity to work in different groups throughout the year, thus ensuring that pupils are involved in a variety of school developments and have a greater understanding of these.  P7 Pupils also stand for election each year for the roles of House Captain and Sports Captain.

# Mortlach Primary School

## Standards and Quality Report: Review of Session 2023-2024

In June 2023 we were awarded the Silver Rights Aware Award. Children's rights are embedded in the life and work of the school. All staff work tirelessly to ensure that a rights based approach is embedded into everything that we do. Our work with the RRSA demonstrates our deep and thorough commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. Children's Rights are one of our curriculum drivers.

Almost all learners are engaged and involved in the life of the school. All pupils are consulted on their views, learning targets and any decisions which may affect their lives. House Captains are instrumental in ensuring that pupil's opinions are heard and valued with regards to school developments. All pupils have been actively involved in the development of our 'Relationships Policy'. The policy is based on the nurture principles, solution oriented approach and rights based approach and aligns with our vision and values. Parents were consulted on the policy before it was embedded into school practice from January 2024. A parent also made us our own barrel that symbolises our 'Relationships Policy' and is used during whole school assemblies and celebration events.

Staff have high expectations of all our pupils. There are high standards of behaviour across the school based on our 'Relationships Policy'. All staff have completed emotion coaching training and use a relational approach to any disagreements.

High expectations are set for learning. Developing key literacy and numeracy skills are fundamental. We know our pupils very well and their progress is tracked carefully from Primary 1 to Primary 7, those not achieving their full potential are quickly identified, supported and encouraged. Regular SFL Team meetings are held throughout the year, where assessment and CIRCLE data is used to identify support required, HT, SFL Teacher and Support Staff work together to analysis the data, identify support needs and plan how to address these. SFL Teacher and Support Staff time is timetabled to ensure support is targeted to break down barriers to learning.

Each class has a confidential folder which contains all support documents for pupils within the class. These are regularly updated to ensure recent information is available to staff supporting pupils. IEP's, LPS documents and child planning action plans are all updated regularly and shared with parents. Referrals to outside agencies and professionals are made in a timely manner to ensure the correct support is in place for all learners.

Almost all pupils are motivated in their learning and are making good progress through the Curriculum for Excellence levels. National Standardised assessments showed that almost all of our pupils will achieving above the national standards in literacy and numeracy in P1, P4 and P7.

Play pedagogy continues to be developed in P1. The P1 teacher and support staff have developed the pedagogy with support from Moray Council's early year's team. Our parents have access to our Mortlach Play Pedagogy via a Sway document which outlines how play is used to support pupils learning. The P1 classroom is set up to meet the development needs of the pupils and to support imaginative and creative play. Early assessment data shows that most P1 pupils are on track to achieve early level at the end of P1.

Everything we do at Mortlach Primary School is based on our school vision and values. These are visible throughout the school and are regularly referred to during weekly whole school assemblies, in newsletters for parents and when having restorative discussions with pupils.

Our Vision: 'At Mortlach anything is possible.'

# Mortlach Primary School

Our Values: **C**uriosity, **A**cceptance, **R**esilience, **E**nthusiasm

At Mortlach pupils are encouraged to take part in regular outdoor learning sessions to improve their understanding of the community they live in, and also because of the positive impact it has on health and wellbeing. By regularly taking part in learning outside of our school grounds pupils are gaining life skills and becoming active participants in their communities. Where possible, staff and pupils work with community members and groups to enhance learning opportunities for our pupils and ensure that they are becoming responsible citizens.

Our pupils have represented Mortlach at the Cross Country Competition, Rugby Festival and the Kwik Cricket Competition. Our Sports Captains worked in partnerships with school staff and the Speyside ASG Active Schools Co-ordinator to achieve the Gold Sports Award. The team also planned and organised a new format for our sports events this year. This involved a mix of traditions races and some potted sports.

At Christmas we were delighted to invite P1/2/3 parents, family and friends in to school to take part in a festive fun afternoon. Pupils performed winter themed songs, made winter crafts with their families, enjoyed listening to a winter story and tucked into hot chocolate and gingerbread men. P4-P7 pupils performed a Winter themed show to two packed out audiences. Our senior pupils enjoyed learning lines, applying their acting and singing skills and using their technology skills to create background, props and lighting effects. For the first time, our school community, along with the two local ELC settings attended a Christmas Service at Mortlach Church, where our pupils were given the opportunity to perform, sing and give readings during the service to the whole community.

Our Celebration Event continues to be a successful day within our school calendar where family, friends and the wider community are invited along to celebrate the our school achievements, take part in sporting activities and enjoy a picnic with the whole school community. The Mortlach Nursery and The Cabin pupils joined us again on the day. This year our P7 pupils used their entrepreneurial skills to organise and set up a range of stalls selling a wide range of products from hot drinks to opportunities to win prizes, all money raised was used to support the cost of purchasing their leavers hoodies.

As a school, we were honoured to have been nominated for the 'Best School' within the Moray and Banffshire Heroes Awards. Members of our school community had nominated us, due to our ethos and values. It was a privilege for staff to attend the awards ceremony where we were given the opportunity to share what makes Mortlach such a wonderful and special place to learn.

# Mortlach Primary School

## Standards and Quality Report:  Review of Session 2023-2024

## Priority 1

### Raising Attainment in Literacy

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| ☒ Learning, Teaching and Assessment<br>☒ Empowering leadership at all Levels | ☒ Curriculum<br>☒ Closing the poverty related attainment gap |

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| ☒ Placing human rights and needs of every child and young person at centre<br>☐ Improvement in children and young people's health and wellbeing<br>☒ Closing the attainment gap between the most and least disadvantaged children<br>☒ Improvement in skills and sustained, positive school leaver destinations for all young people<br>☒ Improvements in attainment, particularly in Literacy and Numeracy | ☒ School and ELC Leadership<br>☒ Teacher and practitioner professionalism<br>☒ Parent/carer involvement and engagement<br>☒ Curriculum and assessment<br>☒ School and ELC Improvement<br>☒ Performance Information | ☒ Priority 1 – Improve Wellbeing<br>☐ Priority 2 – Safeguarding<br>☐ Priority 3 – Poverty<br>☒ Priority 4 – Corporate Parenting | ☒ 1.1<br>☒ 1.2<br>☒ 1.3<br>☐ 1.4<br>☐ 1.5 | ☐ 2.1<br>☒ 2.2<br>☒ 2.3<br>☒ 2.4<br>☒ 2.5<br>☐ 2.6<br>☒ 2.7    ☒ 3.1<br>☒ 3.2<br>☒ 3.3 |

## Progress and Impact

- During in-service, teaching staff familiarised themselves with the Moray Literacy progressions and access the Highland Literacy resources online. Following critical discussions a plan with finalised for teachers to use iPads to support digital planning using the literacy progression from August 2024.
- Teaching staff also undertook professional development based on Wrap Around Phonics, Spelling and Grammar and decided to use these from August 2024, due to a decreasing trend in pupils achieving expected levels in their areas being identified in whole school assessment data.
- Teaching staff worked with colleagues throughout the Speyside ASG to moderate writing using writing rubrics, these have now been adopted for use within our writing assessment policy at Mortlach. These rubrics are now used across the school to support pupils in identifying what needs to be included in high quality pieces of writing.
- New core reading scheme purchased and being used across whole school. This allows pupils to access a wide variety of texts which are more suitable to modern culture, depict diversity and inclusion and challenge stereotypes.
- Majority of pupils are making good progress in reading following the introduction of new core reading scheme.
- Whole class novel sets have been introduced into P6 and P7, allowing for extension of comprehension strategies and targets support to encourage wider reading habits in our older pupils.
- P6 and P7 pupils voice was involved in the processes of identifying which novel sets to buy, which helped to encourage pupils to engage with the reading activities.
- SNSA data demonstrated that our pupils were making good progress in reading, analysis showed that pupils this year were more able to answer SNSA questions based on a wide range of comprehension questions than in previous years.
- All teaching staff took part in regular staff meetings focused on using 'Power Up Your Pedagogy'. Staff were keen to embed suggested practice within their classrooms, buddies were formed and teachers visited each other's classes to support the development of strategies across the school.

- P7 Teacher, continues to attend QUAMSO meetings, with the current focus being on robust assessment of listening and talking.
- Current NQT has taken the lead in supporting the school on our 'Reading Schools' journey. As a whole school, reading has been a major focus throughout the year, from the addition of new reading resources to taking part in whole school reading events. Our Reading School pupil voice team met regularly to ensure that reading continued to be a focus across the school community. At the end of the academic year enough evidence had been gathered to submit an application to become a 'Reading School'.
- Installation of our 'Free Little Library' within the school porch has helped to spread our reading message within the community. Regular drop off from community members ensures that there is a regular change of materials available for pupils, and the wider community, to access.
- All staff contributed to the creation of a marking policy, which needed to be in place before work could begin in a handwriting and presentation policy. It is important for pupils to see that staff are held accountable for the presentation of their feedback as well. A standardised expectation with regards to marking also ensures that all pupils are receiving quality feedback to support their learning.
- P1 continue to use Jolly Phonics as a starting point for phonetic learning. All pupils are also assessed using standardised phonetic assessments to ensure progress is being made. Wrap Around Phonics will now be used from P2 onwards to ensure learning continues to be supported in a robust manner.
- Termly assessments show that the majority of our pupils are making good progress in reading and writing, where this is not apparent, support is put in place in a timely manner.
- Two e-reading pens have been purchased and are used to support pupils in accessing all areas of the curriculum.
- Identified pupils who use digital technologies to support in class learning attend a digital skills group once a week, where PSA support is given to ensure they have the required skills to access the curriculum. These include touch typing, logging into Glow and using digital support software.

## Next Steps

- ICT support from Alison McCook required to create Share Point for digital planning.
- Teachers to use digital planning formats from August 2024.
- Continue to monitor literacy assessments to identify whether interventions are having a positive impact.
- Re-launch Accelerated Reading Programme to ensure pupils and parents are fully aware of the programmes purpose.
- Speyside ASG TLC's will support teaching staff to continue to identify priorities from 'Power Up Your Pedagogy' to support individual CPD for the coming year.
- Formalise assessment for listening and talking across the school.
- Creation of school handwriting and presentation policy.

## Priority 2

### Diversity and Inclusion

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

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| ☒ Placing human rights and needs of every child and young person at centre<br>☒ Improvement in children and young people's health and wellbeing<br>☒ Closing the attainment gap between the most and least disadvantaged children<br>☒ Improvement in skills and sustained, positive school leaver destinations for all young people<br>☐ Improvements in attainment, particularly in Literacy and Numeracy | ☐ School and ELC Leadership<br>☒ Teacher and practitioner professionalism<br>☒ Parent/carer involvement and engagement<br>☒ Curriculum and assessment<br>☒ School and ELC Improvement<br>☐ Performance Information | ☒ <u>Priority 1</u> – Improve Wellbeing<br>☐ <u>Priority 2</u> – Safeguarding<br>☒ <u>Priority 3</u> – Poverty<br>☒ <u>Priority 4</u> – Corporate Parenting | ☐ 1.1<br>☒ 1.2<br>☒ 1.3<br>☐ 1.4<br>☐ 1.5 | ☒ 2.1<br>☒ 2.2<br>☒ 2.3<br>☒ 2.4<br>☒ 2.5<br>☐ 2.6<br>☒ 2.7 | ☒ 3.1<br>☒ 3.2<br>☒ 3.3 |

## Progress and Impact

- SFL Team meetings are scheduled every 6-8 weeks. During these meetings HT, SFL Teacher and Support Staff analysis termly assessment data, CIRCLE data and SNSA data to identify trends and plan support to either extend learning or remove barriers to learning. Minutes of these meetings are share with all staff so that everyone is aware of rising trends.
- Support Staff have been asked to lead on support groups to address issues arising from data. This year groups have included fine motor skills, gross motor skills, nurture using the local community context, Seasons for Growth and digital skills. Support staff are empowered to lead organise and led the groups with ongoing support from SFL Teacher. Support Staff are able to community pupil progress during support staff meetings and identify emerging need and changes that are required to ensure all pupils are making progress.
- All staff were involved in a clear out of our school resources to ensure that only relevant and up to date resources were available within our school. This lead to whole school resource re-organisation to ensure that resources were stored appropriately and could be accessed in a timely manner by all staff.
- Following clear out, staff identified resources which needed to be updated, particularly maths, and budget was allocated to ensure these were purchased to maintain pupil progress within their learning.
- New reading scheme contains a wide range of texts which reflect our modern society, diversity, inclusion and challenge stereotypes.
- Parent Council feedback on the SIP, was mainly positive, however some concern was raised with regards to how relationships would be portrayed to pupils within the new resources and curriculum. HT shared Scottish Policy and curriculum expectations during Parent Council meeting to alleviate these concerns.
- Volunteers from Glenfiddich Distillery continue to use their volunteer's time to support the ongoing work required to ensure our grounds are fit for purpose. During their visits staff and pupils work alongside volunteers to learn skills in gardening and grounds keeping.
- Our community nurture group is working in partnership with the residents of Aigen Court. Our nurture group visit the Aigen Court site weekly and take part in a

wide range of activities which supports our pupils and the residents' mental health and wellbeing. Parents have reported noting a change in their children's confidence and a pleasure in seeing pupils interacting with Aigen Court residents out with visits.

- P7 pupils make a weekly visit to the local library, the librarian has also been invited to be part of our 'Reading Schools' journey.
- Members of the Dufftown Juvenile Society have attended whole school assemblies to talk about the history of the society and also to unveil the banner which was designed by one of our pupils.
- Global Goals pupil development group led by member of teaching staff. Pupils are learning about the Global Goals alongside pupils from other classes. Some pupils are becoming more globally aware.
- Language Ambassadors have been replaced with work undertaken in global citizenship.
- Parents and community members were invited to share their culture and traditions with our school community. Several parents and staff led interactive sessions for pupils which allowed first-hand experience of different cultures. Our Polish Christmas experience was particularly popular with pupils and staff.
- Some pupils were included in the preparation of foods related to culture and tradition as part of the curriculum in class, further work needs to be undertaken to ensure a robust skills progression is in place across the school.
- Following an online safety information evening which was poorly attended by parents and community (10 audience members, including some staff), a decision was made to halt information evenings for now and survey parents to see what they felt would be beneficial for them. 100% of feedback from the audience who attended the information was positive.
- All class and sporting trips have been free to attend for all pupils. Some financial support has been given by the Parent Council to ensure these would be free for everyone.
- Parent Council Discos are free to attend for all pupils. This also includes a snack bag. This has reduced the costs associated with these events for parents.
- Where appropriate, HT has made applications to grants to cover costs associated with upcoming P6 and P7 residential, for families who has required support. This has been done in a highly confidential manner, only the HT is aware of how required support.
- Breakfast Club continues to be free to attend for all, and a fruit bowl is available in the hall for pupils to access throughout the day is a snack is required.
- Pre-loved uniform is now accessible in the school porch at all times, thus removing the need for parents to ask for this.
- Where pre-loved uniform is not available in required sizes and HT is aware of financial issues within the family, new uniform is provided and cost is covered by school fund.
- Pupils, staff and parents worked together to create our 'Relationships Policy'. This involved pupils focus groups, staff development time and parental surveys to ensure that the majority of our communities voices were heard. Our finalised policy was put into practice in January 2024.
- Our 'Relationships Policy' is based around the visual of a barrel. One of our parents made a full sized barrel for our hall to be used in celebration events and assemblies as a visual reminder of our policies ethos.
- Printed visuals of our 'Relationship Policy' are on display throughout the school and most pupils can explain what it represents.
- Majority of our pupils benefit from relational and solution oriented discussions to address any rising concerns or issues.

## Next Steps

- Continue to develop the use of Global Goals throughout the curriculum, particularly within context for learning.
- Develop food technologies progression.
- Survey parents with regards to information evenings which would be helpful for them to ensure they can support their children's progress at home.
- Staff to complete Level 2 of Time for Inclusive Education Training.

# Mortlach Primary School

## Priority 3

### Curriculum Development – Digital Technologies

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

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| ☒ Placing human rights and needs of every child and young person at centre<br>☒ Improvement in children and young people's health and wellbeing<br>☒ Closing the attainment gap between the most and least disadvantaged children<br>☒ Improvement in skills and sustained, positive school leaver destinations for all young people<br>☒ Improvements in attainment, particularly in Literacy and Numeracy | ☒ School and ELC Leadership<br>☒ Teacher and practitioner professionalism<br>☒ Parent/carer involvement and engagement<br>☒ Curriculum and assessment<br>☒ School and ELC Improvement<br>☒ Performance Information | ☒ Priority 1 – Improve Wellbeing<br>☐ Priority 2 – Safeguarding<br>☒ Priority 3 – Poverty<br>☒ Priority 4 – Corporate Parenting | ☒ 1.1<br>☒ 1.2<br>☒ 1.3<br>☐ 1.4<br>☐ 1.5 | ☒ 2.1<br>☒ 2.2<br>☒ 2.3<br>☒ 2.4<br>☒ 2.5<br>☐ 2.6<br>☒ 2.7    ☒ 3.1<br>☒ 3.2<br>☒ 3.3 |

## Progress and Impact

- Digital skills support group in place to ensure that pupils who require digital technology to access the curriculum are skilled in how to do so.
- Digital passports introduced through planning and assessment, although these have not been embedded throughout the school yet.
- Technology progressions used throughout the school for planning and assessment.
- Majority of classes are using laptops and iPads to enhance pupils learning experiences across the curriculum.
- Majority stages pupils are aware of how to stay safe online, this is included within technologies progressions.
- Information about Safer Schools App shared regularly with parents and guardians.
- All staff have embarked on a journey of upskilling themselves in the use of Share Point, One Note, Sway, Canva etc to allow for preparation of learning activities and resources.
- All class and whole school newsletters are shared in Sway format, as these are easily accessible by parents when using mobiles or tablets.
- Parent feedback on school developments sought via eforms.
- Audience asked to give feedback to classes following class assemblies via Menti. This provides instant feedback for pupils and demonstrates the use of safe digital technologies.
- Some pupils were active participants in the Digital School Award via the Digital Development Group. These groups were started in Term 4 so are still at an early stage with regards to planned developments.
- Parent working in the ICT field let digital skills in the workplace session for all P6 and P7 pupils. This gave pupils the opportunity to see how digital skills are vital within our economy and also to ask questions of an expert in the field.

- Most of the 21 LPS documents that are currently in place include digital technologies to help remove barriers to pupils learning.
- Class and SFL Teachers identified two trial pupils to learn how to use the e-reading pens to access the curriculum. Follow the success of this trial more pupils were identified as benefiting from the technology. A second e-reader pens has been purchased to meet the growing group of pupils who are benefiting from using one.
- Pupils from P2 upwards have taken part in code-along and other code related learning experiences and opportunities.

## Next Steps

- Begin to use Moray Council Technology progressions once available.
- Continue to engage pupils in the Digital Schools Award. Identify opportunities for wider school community to be involved.
- Coding Club to be introduced.
- Approach Parent Council about the cost associated with purchasing an e-reader pen for each classroom. This would allow easier access for pupils across the school who benefit from this technology.