

Rothiemay Primary School



'Nurturing aspiration for learning, relationships and life.'

School Handbook 2022/23



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



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Welcome

Dear Families

Welcome to our 2022/23 Handbook for Rothiemay Primary. We are delighted to welcome you to our school, and we hope that this booklet will give you helpful information about what to expect during your child's time at our school. If you have any further queries, please contact the Head Teacher or Administrator as your point may be very relevant for inclusion in the future.

Rothiemay Primary prides itself on its strong, happy, positive community ethos where everyone is valued, encouraged and supported to learn together to be the best they can be. Our school is a happy, safe and fair place where every young person is encouraged to develop strong aspirations and a love of learning.

Rothiemay Primary School provides an educational service to children from P1-P7. We are a non-denominational primary school with a current roll of 57 pupils, divided into 3 classes.

Our school consists of 3 classrooms, a general purpose room, a quiet room, a hall, and a playgroup room where our partner nursery, Rothiemay and District Playgroup, is run. Outside we have a playground, a playing field and a memorial garden. We have a Trim Trail Assault Course and are continuing to develop our outdoor learning and wild life area.

Our members of staff are friendly, approachable and dedicated to providing a stable foundation to help meet the demands of a changing world. We cannot achieve this on our own – we need the help and support of parents and carers to develop a close link between home and school.

We operate an open-door policy and invite you to come in to have a chat with myself if you have any queries or worries about your child or children's education.

I look forward to meeting you soon, and please do not hesitate to contact us if you have any questions.

Yours faithfully

Jane Clayton (Acting Head Teacher)

School Contact Details

Rothiemay Primary School
Rothiemay
Huntly
AB54 7LT

Telephone: 01466 711220

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

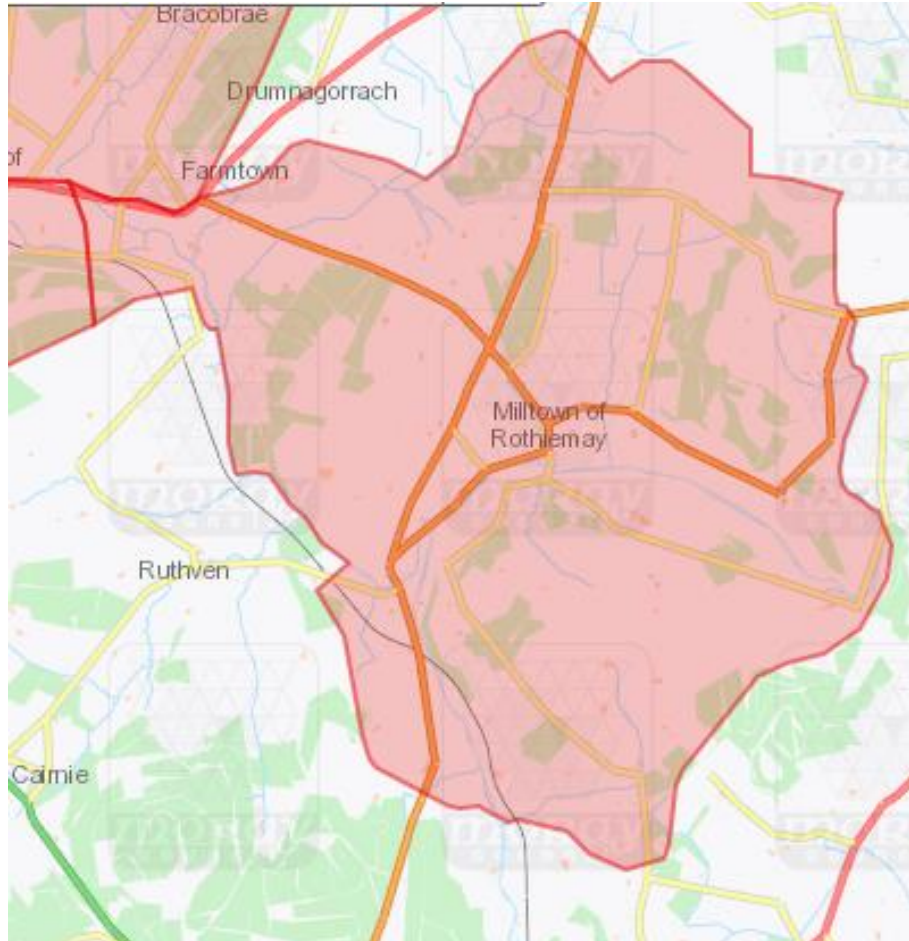
Website:
<https://blogs.glowscotland.org.uk/my/RothiemayPS/>

Twitter:
@RothiemayPS

Catchment Area

Rothiemay serves the village of Rothiemay and the surrounding area. For more information on Moray Council School Catchment areas please see the following:

http://www.moray.gov.uk/moray_standard/page_114343.html



School Dates and Time

Holiday dates can be found on Moray Council's webpage:
http://www.moray.gov.uk/moray_standard/page_55829.html

Session 2022/23

School Open

| | |
|--------|--------------------------|
| Term 1 | 16 August – 7 October |
| Term 2 | 24 October – 22 December |
| Term 3 | 9 January – 1 April |
| Term 4 | 17 April – 30 June |

School Closed

| | |
|--------------------|-------------------------|
| Term 1 | |
| Inservice | 15 August |
| October Holidays | 10 – 21 October |
| Term 2 | |
| Inservice | 14 – 15 November |
| Christmas Holidays | 23 December – 6 January |
| Term 3 | |
| Mid-term | 10 - 13 February |
| Easter Holidays | 3 – 14 April |
| Term 4 | |
| May Day | 1 May |
| Inservice | 11– 12 May |
| Occasional Day | 5 June |

Session 2023/24

School Open

| | |
|--------|--------------------------|
| Term 1 | 15 August – 6 October |
| Term 2 | 23 October – 22 December |
| Term 3 | 8 January – 28 March |
| Term 4 | 15 April – 28 June |

School Closed

| | |
|--------------------|-----------------------------------|
| Term 1 | |
| Inservice | 14 August |
| October Holidays | 9 – 20 October |
| Term 2 | |
| Inservice | 13 – 14 November |
| Christmas Holidays | 25 December – 5 January |
| Term 3 | |
| Mid- Term | 9 - 12 February |
| Easter Holidays | 29 th March – 12 April |
| Term 4 | |
| May Day | 6 May |
| Inservice | 16 – 17 May |
| Occasional Day | TBC |

Opening and Closing Times (all classes)

| | | | |
|---------|-------------------|------------------|---------|
| Opening | Break | Lunch | Closing |
| 8.55am | 10.35am – 10.55am | 12.30pm – 1.30pm | 3.15pm |

Our Staff

| | | | |
|---|---|--|---|
| |  |  |  |
| Mrs Jane Clayton Acting Head Teacher | Mrs Marianne Raikes Principal Teacher P3/4/5 Teacher | Miss Jaqui Stewart P1/2 Teacher | Miss Mela Watt P6/7 Teacher (Tuesday – Friday) |
|  |  |  |  |
| Mrs Linda Dorsett P6/7 Teacher (Monday) McCrone Teacher (Tuesday) SfL Teacher (Wednesday and Thursday) | Miss Sam Howie McCrone Teacher (Wednesday) | Miss Lucy Adam Pupil Support Assistant Classroom Assistant | Mrs Yvonne Donnison Pupil Support Assistant Classroom Assistant |
|  |  | |  |
| Mrs Catherine Rough Pupil Support Assistant Children's Supervisor | Mrs Irene Rowley Pupil Support Assistant Classroom Assistant | Mrs Alison Jamieson Administrator (Tuesdays & Wednesdays) | Miss Kim Gill Administrator (Thursday & Friday mornings) |
|  |  |  | |
| Mrs Irene Philip Cleaner | Mr Ian Hackman Janitor | Mrs Julie Tapp Catering Assistant | |



Our School

Vision, Values and Aims

Our Values

Responsibility Inclusion Values Empathy Respect

Our Vision

'Nurturing aspiration for learning, relationships and life.'

These were created in collaboration with our pupils, parents and staff and will be reviewed regularly to ensure that they still represent our school.

Our Aims

We aim to encourage

Breadth, depth and challenge in teaching and learning

Inter-disciplinary learning in two or more curricular areas at a time

Recognition of the Individual

Learning through a wide variety of experiences, skills, attitudes, concepts and knowledge.

- ★ To enable every child to become a responsible citizen, effective contributor, successful learner and confident individual.
- ★ To provide equal opportunities for all pupils through a broad and differentiated curriculum, to extend individual talents and interests.
- ★ To show children a purpose in what they are asked to do so that they can approach education with interest and enthusiasm.
- ★ To help each child to reach as high a standard of achievement as his or her abilities and qualities allow.
- ★ To provide first-hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world we live in.
- ★ To develop children's imaginations and creativity by offering a wide range of experiences.
- ★ To promote a health conscious environment.
- ★ To develop positive relationships between home, school and the community.

Parents as Partners

We recognise that parents are the first and foremost educators of their children and know them best. We strive towards promoting parent and school partnership through a variety of ways.

Parent Council

We are very fortunate to have an active and supportive parent council at Rothiemay. We work closely together to benefit all our children in many ways.

The parent council exists to:

- Support the school in its work with pupils
- Represent the views of parents
- Promote contact between the school, parents, pupils and the local community
- Report annually to the parent forum.

Any parent can attend meetings which are held regularly throughout the year (usually about one per term). Parents/carers will be notified about meetings via the school or through the Parent Council Facebook page.

The following parents have been elected to represent your interests.

| | |
|---------------------------------|------------------|
| Parent Council Chair: | Mary Bartholomew |
| Parent Council Vice Chairperson | Susan De Almeida |
| Parent Council Secretary: | Caitlin Smart |
| Parent Council Treasurer: | Hannah Johnson |

Parents as Partners

At Rothiemay Primary, we pride ourselves on our “open door” policy where all our parents/carers are welcome. You can also make an appointment at any time to discuss your child’s learning with the class teacher, Support for Learning Teacher or Head Teacher.

Parents’ help is frequently sought whether it is as a member of the Parent Council or to assist in the school on a regular basis or at a one-off activity. Help from any parent with a hobby, job or skill that might enhance a piece of learning is appreciated. If you feel you would like to be involved in any way, please telephone the school.

Parents as Partners - continued

Reporting to Parents

Every Friday your child will take home their Learning Log which will highlight key aspects of learning from that week. This will give you a chance to chat with your child about their learning at school. There is the opportunity for you to comment on the Learning Log which enables a two-way discussion throughout the year.

In addition to this, a settling in report will be created by your child and their teacher in September/October which will allow you to hear about your child's strengths and next steps as well as reflections against our school values.

Information for Parents and Carers

Moray Council has produced a "Notes for Parents and Carers" booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education & Social Care, or the Moray Council Internet site

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

This booklet is also available in other languages.

School Information

Parents can access the School Improvement Plan and annual Standards and Quality Report from the Head Teacher or on our website. They are also at the end of this document.

Promoting Positive Behaviour and Relationships

Every child and young person has the right to:

- feel safe
- be educated
- be listened to
- play

At Rothiemay we focus on the promotion of positive attitudes, set out rules which are clearly understood and include sanctions for when things go wrong. This enables children and young people to continue to learn within a supportive, caring ethos with the school working closely with parents and carers.

The values outlined in 'Getting it Right for Every Child', ensures our children and young people are safe, healthy, achieving their potential, nurtured, active, respected, responsible and included. When consequences are appropriate, these are agreed between both parties during restorative conversations.

All stakeholders (children, parents and staff) should take responsibility for behaviour in school. We promote positive behaviour and relationships in all aspects of school life including playground, dinner hall, after school clubs, excursions and community projects.

Rothiemay staff will encourage positive behaviour and relationships through the promotion of:

- Vision, values and aims
- Emotions coaching
- Respecting school, class and playground charters
- Respecting the outcomes of restorative conversations
- Respecting each other and the learning environment

Although the school has a critical role to play in promoting positive behaviour, partnership between school, parents, community and outside agencies is key to success. Good communication between all parties is always important. Schools accept that children presenting challenging behaviour do so for various reasons and the school addresses these issues through a joint working approach with other agencies. At Rothiemay we have a range of strategies that children and staff can use to support positive behaviour and relationships.

Restorative Approaches

Whilst many believe that children who are involved in conflict/bullying situations must be punished for inappropriate behaviour, it's widely accepted that this type of response can at times be ineffective or dangerous, and can make the situation worse. Punishment can make a person resentful instead of reflective. Children demonstrating inappropriate behaviour must be given the opportunity to hear about and face-up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Consequences

Consequences are used in response to individual circumstances and may be necessary if behaviours fall out with our expectations and rules are broken. Sanctions may include:

- Verbal warning for persistent misbehaviour
- Time out from class to calm down
- Time to reflect during break time or lunchtime
- Phone call to parents
- In some cases, extreme behaviour may lead to exclusion from school

Please note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education and Social Care, and the Police may also be involved.

Celebrating Achievement

We celebrate achievement in a variety of ways;

- Assemblies
- Stickers
- Special Presentations
- Shared Learning Presentations
- Proud Cloud
- Out of School Achievements
- Head Teacher awards



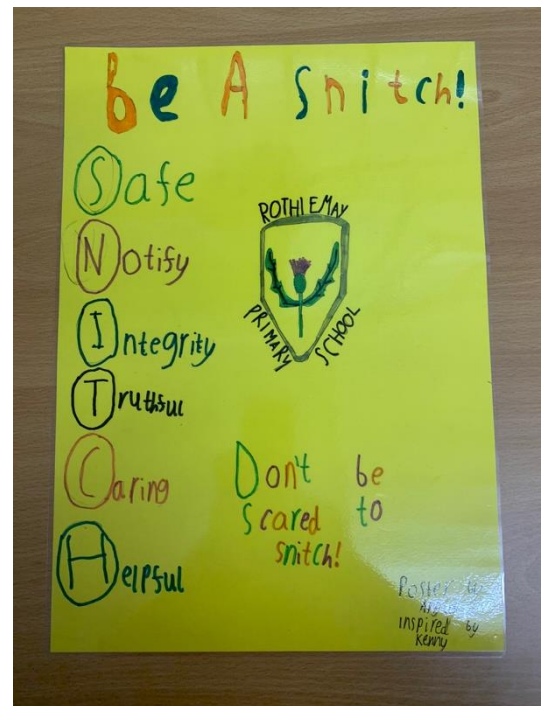
Bullying

We believe that children learn best when they feel happy and secure and that they have the right to feel safe and secure both in school and on their way to and from school.

Bullying may be verbal, physical or mental. It is a persistent "attack" by one or more pupils on another, or the deliberate exclusion of a pupil by others. It is not an argument or disagreement between people, or the breaking up of friends, although this may be the cause of bullying later.

The problem of bullying can only be addressed if the school knows it is happening, so we need to know. Parents who are concerned about any incident should get in touch with the school immediately.

The children designed a campaign to encourage everyone to report anything directly to staff based on the word, SNITCH.



Procedures

- Victims of bullying, onlookers or parents should report incidents to a member of staff. This can be done in complete confidence and everyone will receive a sympathetic hearing.
- All reports of bullying will be investigated and recorded.

In many cases the problem is resolved at this stage if the incident is found to be a more general behaviour problem.

However, if bullying is happening the following procedures apply:

- The Head Teacher will be informed of all incidents of bullying and will become involved as necessary.
- Parents of victims will be informed of the investigation and the outcome.
- Parents of bullies will be informed of incidents and will be given an opportunity to discuss their child's behaviour and the sanctions imposed.

We have had very few bullying incidents at Rothiemay and we hope our positive ethos will help prevent any happening in the future.

We expect the co-operation of all parents and children in our efforts to ensure there is no bullying in our school.

Pupil Voice

We encourage all our children to share their thoughts and ideas in a wide variety of ways. Within the classroom, the children are actively involved in choosing topics to learn about during Interdisciplinary Learning.

Self and peer assessment is something we are working on developing in our daily routines and all children are becoming more aware of this. They are beginning to know, understand and discuss their strengths and they can identify what they need to work on next to make an improvement.

House Captains/Vice Captains

Elected by their peers in their house (Deveron, Knock, Tarryblake), our House Captains take on increasing responsibility across the school. This year, the House Captains run the Pupil Committee and the Vice Captains run the Playground Committee (in collaboration with the Head Teacher).

| Deveron | |
|---------|--------------|
| Captain | Vice-captain |
| | |

| Knock | |
|---------|--------------|
| Captain | Vice-captain |
| | |

| Tarryblake | |
|------------|--------------|
| Captain | Vice-captain |
| | |

Pupil Committee

The Pupil Committee meet to discuss how to improve our school for all the children who attend Rothiemay Primary, now and in the future. They have identified different improvements they would like to make and are working out how to prioritise them and move them forward.



Playground Committee

Children are experts on what happens in the playground so we formed a Playground Committee to explore how we could make it an even more fun, happy and safe experience for everyone. They have looked at only having two rules for the playground, Be Safe and Be Respectful. They will continue work on matters that ensure everyone has a safe and happy playtime.



Both committees will consult with other pupils to ensure everyone has their say in important matters. We are working hard to ensure the 'Rothiemay Pupil Voice' is heard!

Our Curriculum

Bringing learning to life and life to learning

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know

and equip them for jobs of tomorrow in a fast-changing world. All children and young people have an entitlement to provision of an excellent education so that they develop skills for learning, life and work.

Curriculum for Excellence is not a 'one size fits all' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18, firmly focused on the needs of the child and young person and designed to enable them to develop the four capacities.

At Rothiemay, we focus on all learners developing across the four capacities – the curriculum aims for all children to become:

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

All our learning experiences at Rothiemay focus on the Seven Principles of Curriculum Design. All learning must take account of these principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

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 situations into the classroom and makes links with knowledge in one subject area to another which helps children to understand the world.

The framework for this consists of Learning Outcomes which describe the expectations for learning and progression in all eight areas of the curriculum. These define the standards and expectations for the whole curriculum.

- Health and Wellbeing – personal, social, emotional and physical
- Religious and Moral Education – religions, values and beliefs
- Languages – literacy, English and modern languages
- Numeracy and Mathematics – number work and problem solving
- Sciences – understanding our planet
- Social Studies – our world past and present
- Expressive Arts – art, drama, music and dance
- Technologies – food, design and IT



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. 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.



Approaches to Learning

At Rothiemay, we give children a wide variety of learning opportunities as we understand that everyone has their own ways to learn.

Examples of how children will learn are:

Active learning, including play

Being actively engaged in the learning task, whether mentally or physically.

Co-operative learning

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



Using technologies

Find, research, communicate, create and present.



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.



Curriculum Areas

Literacy and English

Literacy and English is important to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities in all aspects of life, lays foundations for lifelong learning and work and contributes strongly to the four capacities of Curriculum for Excellence. Our local context also means the children at Rothiemay have the opportunity to develop their appreciation of the Doric language and Scotland's literary heritage.

Literacy and English is taught through the following areas:

- Listening and talking
- Reading
- Writing.

A variety of learning and teaching strategies are used to deliver Literacy and Language. Teachers have access to a range of resources to support progress and achievement, including systematic and progressive programmes of work.

Modern Languages

The Scottish Government's policy 'Language Learning in Scotland: A 1+2 Approach' is aimed at ensuring that every child in Scotland has the opportunity to learn a modern language from P1 onwards. Currently children at Rothiemay Primary School learn French from P1. We also develop children's appreciation of the Doric language and Scottish literacy.

Numeracy

Numeracy and maths helps our children to function responsibly in everyday life and contribute effectively to society. It will increase opportunities within the world of work and establish foundations which can be built upon through lifelong learning. Numeracy and maths is a life-skill which permeates and supports all areas of learning, allowing our young people access to the wider curriculum.

At Rothiemay a variety of learning and teaching approaches are used, including:

- active learning and planned, purposeful play
- development of problem solving capabilities
- developing mental agility
- frequently asking children to explain their thinking
- use of relevant contexts
- use of technology in appropriate and effective ways.

Numeracy and mathematics are taught through the following areas:

- Number money and measurement
- Shape, position and movement
- Information handling.

Teachers and staff have access to a wide range of resources, schemes of work and digital technology to further support and enhance the learning experiences of the children.

Health and Wellbeing

Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. It is the responsibility of every teacher to contribute to learning and development in this area. This can be taught in discrete subjects or through inter-disciplinary activities.

P.E

Pupils receive a minimum of two hours per week of quality Physical Education. In addition to activities provided by teaching staff, we are well supported by the Active Schools group, who provide opportunities for children to benefit from coaching in a range of sports at different times of the year.



Relationships and Sexual Health

We have based our Relationships, Sexual Health Programme on the Relationships, Sexual Health and Partnerships Scotland programme - <https://rshp.scot>.

Each level has resources which support the following areas for each primary stage:

- Physical Changes
- Sexual Health and Sexuality
- Role of Parent and Carer
- Positive Relationships.

<https://rshp.scot/wp-content/uploads/2019/10/RSHP-School-Powerpoint-to-be-adapted-by-settings.pptx>

Social Studies

Through social studies, children and young people at Rothiemay develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. This will include understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world.

The social studies experiences and outcomes are structured under the three main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business.

These subjects are taught through a range of inter-disciplinary learning activities across the school.

Expressive Arts

Learning in, through and about the expressive arts enables children and young people to be creative and express themselves in different ways, including performing and presenting. Expressive Arts also develops a range of transferable skills for advanced learning and future careers.

Expressive Arts are structured and taught at Rothiemay school through the following areas:

- art and design
- dance
- drama
- music.

Religious and Moral Education

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement.

When planning for religious and moral education, Rothiemay will take account of the local and surrounding communities and the context in which the children and young people live and learn. It is a fundamental principle that all children and young people throughout Scotland will consider a range of faiths and views, whatever their own situation and local context.

Religious and Moral Education is structured and taught through the following areas:

- Christianity
- World Religions
- Beliefs and Values.

If Parents/Carers do not wish for their child to take part in this area of the curriculum, they must let the school know in writing.

Sciences

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. At Rothiemay, they engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. These learning activities can be taught through discrete science topics or through interdisciplinary learning activities.

The sciences are structured under the following areas:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science.

Technologies

Scotland has a strong tradition of excellence and innovation in technological research. This is especially true in areas such as engineering, electronics, optoelectronics, biomedical research, genomics and cell engineering. Our children and young people need to be skilled in technologies and to be aware of the impact of technologies on society and the environment, now and in the future. Learning in the technologies provides the children at Rothiemay with the important skills for learning, life and work.

The technologies include learning and teaching through the following areas:

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

Reporting to Parents

We operate an open-door policy and parents are welcome to come to school at any time to discuss their child's progress. It is advisable to telephone first to arrange a suitable time.

Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children's and young people's learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning.

Throughout the session at Rothiemay, parents find out about their child's learning in a variety of ways including class assemblies, concerts/performances, open events, parent information events, social media etc.

Our main way of communicating with parents is the weekly Learning Logs which we encourage parents to comment on every Friday. This is an important, timely way to find out how your child is getting on with their learning, both with achievement and engagement with all aspects of school life.

A separate, brief report on your child's progress within the levels of Curriculum for Excellence will be issued at the end of Term 3, with a parent appointment available at the start of Term 4 to discuss further.



Getting it Right for Every Child

Transitions

Transition from Nursery to P1

Most of our pre-school children attend the Rothiemay Playgroup which is based in the school at Rothiemay. They are already very familiar with the building and the Rothiemay Primary staff.

In the summer term children come to the school on a number of separate occasions to further gain confidence in school and to meet their buddies who will help look after them when they start school. Parents are also invited to a further information evening in May giving detailed information and handouts about the start of school.

Enrolment

Parents wishing to enrol children for P1 will be prompted to contact the school by advertisements placed in the press, in the January of the year in which their child is due to start school. The Head Teacher arranges specific dates/times of appointments for parents to enrol and see round the school.

A welcome booklet is available for parents of children starting, and is usually issued in May/June, at an induction meeting for parents. This booklet helps with questions which new P1 parents might need answers to.

Transition to Secondary School

Pupils from Rothiemay Primary will transfer to Keith Grammar School or The Gordon Schools in Huntly at the end of Primary Seven. We will ensure that this transfer is as smooth and stress free as possible by having regular meetings with staff from the schools. In the summer term they will visit their schools for a series of planned visits where they get a chance to experience a typical day at secondary and to meet some of the teachers.

The LOFT in Keith provide transition activities for all pupils from smaller, rural schools. Later in the programme, sessions are tailored to those who will attend Keith Grammar.

Keith Grammar School

Address: School Road, Keith, Banffshire, AB55 5ES

Tel: 01542 882461 Fax: 01542 886032

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

Head Teacher – Mr Alan Bruce

The Gordon Schools

Head Teacher: Mr P. Gaiter, Tel: 01466 792181 Fax: 01466 794715

Address: The Gordon Schools, Huntly. AB54 4SE.

Email: gordonschools.aca@aberdeenshire.gov.uk

Associated Schools Group (ASG)

Rothiemay is a feeder school for Keith Grammar School which is a 6 year Comprehensive School. Some children also make their transition to The Gordon Schools, Huntly.

Keith Associated Schools Group (Keith ASG) meets regularly to promote liaison between Keith Grammar School and its feeder primaries, to improve the transfer procedure from Primary to Secondary School and to discuss curricular developments.

The schools involved in the ASG are:

Botriphnie Primary Head Teacher: Miss Rachael Smith

Crossroads Primary Head Teacher: Mrs Jane Clayton

Keith Primary Head Teacher: Mrs Susan Buchan

Newmill Primary Head Teacher: Mrs Rachael Smith

Rothiemay Primary Head Teacher: Miss Diane Douglas

St. Thomas Primary Head Teacher: Mrs Maureen Byrne

Keith Grammar Head Teacher: Mr Alan Bruce

Additional Support for Learning

The ethos at Rothiemay is very nurturing and supportive. Staff have a range of qualifications and experience in identifying and supporting children with a wide variety of additional needs. Pupils are in mixed ability classes and all of our class teachers plan lessons which are differentiated in order to meet pupil needs effectively.

Some of our children require additional input from our Support for Learning teacher in order to access the curriculum successfully. Children may be supported either individually or in small groups, sometimes within the class and sometimes in another room. Parents are informed if their child is identified as requiring support for learning and are encouraged to discuss their child's needs with staff.

To help each child develop their full potential, additional support is provided for identified pupils. Children's progress is regularly assessed and the needs of all pupils monitored. A Learner Profile and Strategies (LPS) or Individual Educational Programme (IEP) may be drawn up to meet the needs of pupils. This could be to give specific support in learning, social, emotional or behavioural issues or with a particular strength in a curricular area. Parents and pupils are asked to contribute to the plans. The implementation of an IEP or LPS is a shared responsibility.

The school works closely with other agencies such as Early Years Service (EYS), Speech and Language Therapy (SALT), Educational Psychology (EP), Social Work (SW), English as an Additional Language (EAL) and Occupational Therapy (OT).

Multi-agency meetings called Child Planning Meetings may be held for some pupils. Parents, school staff and other agencies who work with the pupil, meet to discuss issues and concerns, what is working well, ideas and actions/outcomes. Older pupils may attend Child Planning Meetings, as appropriate.

The Head Teacher, Support for Learning (SfL) teacher and class teachers meet on a regular basis to discuss progress of pupils who receive support for learning and also to identify children who may require support. Parents who have concerns about their child's progress should make an appointment to discuss the matter with their child's class teacher in the first instance.

For additional sources of information and advice about additional support parents/carers should contact Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents' Guide to Additional Support for Learning.

Child Protection

It is everyone's job to ensure that children are kept safe. Schools in Moray follow the National Guidance for Child Protection (2014) and are required to report any suspected child abuse to Police or Social Work. **If you have concern for a child, call duty Social Work on 01343 563900 (03457 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.** This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure, ask for the Child Protection Co-ordinator in the School. 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 with them. Social Work and/or Police can also be consulted out with School hours if required.

More information can be found on the Moray Child Protection Webpage here:

http://www.moray.gov.uk/moray_standard/page_55497.html

Getting It Right For Every Child

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed, 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 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. At Rothiemay Primary, this is the Head Teacher, Miss Diane Douglas.



General Information

Communicating with Families

Parents Portal

Parents Portal is linked with Moray Council's mygov.scot service as part of a one stop service and will allow you to:

- report your child's absence
- view the school calendar
- view your child's class timetable (for pupils in secondary school)
- view your child's attendance
- complete permission slips and consent forms
- update your own as well as your child's details at any time
- access Parent Zone, an information area
- access online school payments e.g. school meals (iPay)

For a smooth registration to the Parents Portal a few checks are required. The details below need to be the exact same as the schools.

- Your child's forename and surname. A common error is the parent is registering with their child's forename, middle name and surname and the school only have the child's forename and surname, or vice versa.
- Parent's mobile number and email address.

You also need to use the same details you used when signing up for your 'My Account' on mygov.scot.

For further information, guidance and access to parentsportal.scot, please click on the link below:

www.moray.gov.uk/parentsportal

On signing up to the portal, you will be able to link to your child and access the services that are currently available. Please note this service is only available to Primary and Secondary children.

Twitter

In order for us to share your child's learning and to give an impression of a day in their life at Rothiemay Primary, we use Twitter. You can follow us at @RothiemayPS.

Enrolment and Induction

Enrolment into P1

A child will normally start Primary 1 in August if their fifth birthday falls between 1st March that year and 28th February the following year. If the child's fifth birthday falls between the day after the school term starts and 28th February the following year, a parent may wish to delay starting Primary 1 until the following August when the child will be 5½ years old. This is known as "deferring entry". All parents requesting a deferred entry must discuss this with their current pre-school centre and their possible primary school. Registration for Primary One pupils takes place in January. Adverts are placed in the local press, School and Local Authority Facebook and Twitter pages and posters displayed within the local neighbourhood inviting parents to register their child for Primary 1 at their local catchment area school. If you are unable to register at this time, please contact your local primary school as soon as possible. Parents/carers should take their child's birth certificate and proof of address to the school when they register. At the same time as registering, parents can get information about making a request for a place in another school of their choice (a "Placing Request").

Between enrolment and the start of session, pupils who have gained a place at the school are invited into the school on several occasions to familiarise themselves with their teacher and surroundings. There are also opportunities for parents to visit the school and a meeting to inform parents about their child's start at school. We aim to make the transition from nursery to school or home to school as smooth as possible for the pupils. We encourage parents into the school at any time and in particular to approach us with any concern they might have.

Regular contact is maintained throughout the session with our nursery providers.

Enrolment into other classes

Parents and children who are considering coming to the school are always welcome to look round the school and meet with the Head Teacher and should make an appointment through the school office. Children may be enrolled into other classes in the school at any time of the year, for example if they move into the area or if they wish to transfer from another school, providing there is space in the relevant class. Parents wishing to enrol their children should come to the school office to complete the relevant paperwork.

Absences/Attendance

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 (approved by the local authority) or unauthorised (unexplained by the parent/guardian (truancy) or excluded from school).

If your child is absent from school please contact the school as soon as possible in the morning to explain the absence. If you have not contacted the school and your child is absent, we will contact you and your child's other emergency contacts. It is therefore important that parents keep the school informed of up to date contact details. If we are not able to contact a parent and we are concerned for a child's safety, the school will contact the police. We therefore urge parents to contact the school about any absence. We can be contacted by:

Telephone 01466 711220

E-mail admin.rothiemayp@moray-edunet.gov.uk

We would stress that an ill child cannot be happily educated. It is of more benefit to a pupil remaining at home whilst ill than being at school and feeling miserable. We also request that any pupil not able to take part in PE for medical reasons brings a letter to school to authorise this.

If your child experiences vomiting or diarrhoea, following guidance from NHS, we ask that they do not return to school until 48 hours after the last bout of illness.

Family holidays taken during term time are recorded as "unauthorised" absences except in exceptional circumstances.

Uniform

We are very proud of the fact that all children in Rothiemay Primary School wear their school uniform almost all of the time. We actively encourage everyone to wear it. The recommended uniform is as follows:

- Grey, Black or Navy Trousers / Skirt or Pinafore
- Navy Sweatshirt or Cardigan (With or without the School Name/logo)
- White Shirt / Polo Shirt
- Suitable Shoes

We encourage all our children to take care of their own belongings and to dress themselves. Please ensure all items are CLEARLY LABELLED with your child's name. Please also ensure your child can put on and take off their own clothing. Laced shoes are not suitable for young children unless they can confidently tie them themselves. Children often don't have all the skills necessary to tie laces until age six. Thank you for your support and understanding.

Children are also asked to bring:

- Appropriately labelled sportswear for PE
- A PE bag for keeping their PE kit together on a peg in school.
- Jewellery should be removed (or covered) for PE and long hair must be tied back
- A change of indoor shoes/ gym shoes
- A pair of wellie boots for outdoor learning (these can be kept in our welly store)
- An old shirt for Art and Craft
- A water bottle with a sports cap
- A reading Book Bag

We ask that pupils do not wear jeans or items of clothing carrying slogans. Jewellery and valuables should be left at home.

You can apply for a clothing grant for your child if you are receiving certain benefits such as:

- Income Support
- Income Based Jobseeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £16,105 (as assessed by the Inland Revenue)
- Child Tax Credit and Working Tax Credit, with an income below the threshold for receipt of maximum Working Tax Credit (currently set by the UK Government as £7,500)
- Universal Credit with a monthly earned income of not more than £625

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a clothing grant for yourself.

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

Transport

All primary and secondary pupils who live more than two miles from their school may be provided with free transport to their local catchment school. Door-to-door transport is not guaranteed and in certain circumstances, children may be required to walk up to two miles. Transport for less than two miles is sometimes granted on safety grounds providing certain criteria are met. Applications can be made at http://www.moray.gov.uk/moray_standard/page_1680.html.

All children are expected to display good behaviour on the bus and independently use their seatbelt.

Transport for Pupils Outwith School Zone

Parents of pupils attending school from outside the designated school zone are responsible for their transport. Privileged places may be available on school transport, at the discretion of Moray Council. Parents of children who use school transport are asked to inform the Head Teacher on occasions when they wish their child to travel by another means.

In cases where parents' plans are changed at short notice, a telephone call is essential.

Parents are particularly asked to inform the school if children are to be collected by an adult who is unknown to the school.

School Closure/Adverse Weather

This is what happens:

- We check the Met Office Website – <http://www.metoffice.gov.uk/> for their Severe Weather Advance Warnings.
- A decision to close the school will be made as early as possible for you to make arrangements. i.e. before 8am if possible.
- If registered with the school for a text message, a message will be sent.
- A message is posted on the Moray Council website which triggers an update to Moray Firth Radio. View school closure bulletin at: www.moray.gov.uk
- A message is placed on the school information line
- Updates to the school information line will be made as required

This is what you can do to help:

- Save the information line phone number and PIN in a handy place.
08700549999 PIN: 031460
- Please check the Moray Council website or the Information Line first before calling the school. We need to keep the school line free as possible for emergencies.
- If you feel it is unsafe for you to send your child to school during severe weather conditions, we will always respect your decision.

Decision to Close the School

- Sometimes, this is made by the Moray Council
- More often, the Head Teacher decides.

A decision to close the school is not always straight forward as we aim to balance the right of children to learn, the need for parents to work, and above all, the safety of staff and pupils. If the school is to be closed for a whole day, online learning will take place on our remote learning platform, Google Classroom. Instructions on how to access this will be provided when your child starts school as it is used for Homework.

Safety of Pupils in Snowstorms

If snow conditions are SEVERE locally first thing in the morning

- Check online the Moray Council Service Disruption <https://secure.moray.gov.uk/mcalerts/portal>
- If you have signed up to receive alerts then check your email.
- Phone the School Telephone Information Line: 0870 054 9999. PIN Number: 031460

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

Keep your children at home.

(The contractors give the school guidance in these conditions.)

Please do not phone any of the contractors yourself, as this blocks their telephone line to schools.

If snow conditions are bad but not severe

- Again please telephone the School Telephone Information Line.
- As many of you are in outlying areas, do not put your child on school transport if you feel there is a risk. Pupils should not miss school without good reason, but if you feel there is a real risk, you must keep your child at home. **If in doubt, don't send out!**
- If the school is open, but transport from your area is not running, you may decide to transport your child/ren to school yourself. **If this is the case, you must collect your children at the end of the school day.**

If snow conditions deteriorate during the school day

The school will be in constant touch with the transport contractors and/or Moray Council and if the bus has to collect the pupils before the end of the school day we try to contact each family to alert them to this situation. If we cannot contact you we will phone your emergency contact and send your child to that address so it is essential that each family has a contact in the **LOCAL** area. If we are unable to contact either you or your emergency address then children will be kept in school until you are able to come and collect them.

N.B. – No message will be left initially on the School Telephone Information Line as it is more important to start phoning individual families.

Please do alert the school if you feel the conditions are deteriorating where you live and you wish your child home early.

Pupils who do not get transport i.e. who walk or cycle to school **MUST BE MET AT THE SCHOOL.**

There may be occasions where staff have difficulty in getting to school in the morning and for safety reasons parents transporting their own children to school should stay with their children until a member of the teaching staff arrives.

School Information Line

Rothiemay Primary has an open door policy. If you have a concern or a problem, please do not hesitate to phone the school to discuss or to make an appointment to see the class teacher or head teacher. Parents can contact the school on 01466 711220 for enquiries or advise the school of a child's absence.

You can register online to receive alerts regarding all sorts of Council services – not only school closures – depending on your preferences.

For school closures, the system will work as follows:

1. The decision to close the school is taken by the Head Teacher, who will
 - Post on the Moray Council Service Disruption webpage (<https://secure.moray.gov.uk/mcalerts/portal>).
 - Post on the Moray Council Facebook page and Twitter feed.
 - Send an Email Alert message. This message will only be received by those who have registered at mygovscot (<https://online.moray.gov.uk/site/wss/home>) and chosen Rothiemay Primary School as services about which they wish to receive alerts.
2. A message will also be posted on the THUS School Information Line (08700549999 PIN 031460)

What to do:

- Go to mygovscot (<https://online.moray.gov.uk/site/wss/home>), create your account and choose Rothiemay Primary School as services for which you would like to receive alerts
- Familiarise yourself with the procedures and ensure that you have emergency contacts or addresses in place, as necessary.

Complaints Procedure

Parents are encouraged to discuss any concerns or issues with their child's class teacher in the first instance. Parents may speak to the Head Teacher if they wish the matter to be pursued further.

If the matter has been dealt with by the head teacher and a parent feels that the matter has not been dealt with satisfactorily, the parent has the right to make a complaint to The Moray Council.

Catering

All schools in Moray provide a wide range of healthy food in their menus. There are three choices each day, one of which is a vegetarian meal. School meals are brought up each day from Keith Primary School canteen. A six week menu of choices is made available to parents and each day pupils complete their choices online which is directly connected to Keith Primary School. We ask that if children are going to be late in the morning that you contact us before 9:30am so we can ensure their lunch order goes through in time.

All parents will be given an iPay login code and can use the online service to pay for school lunches. However, you can also still pay for lunches at school. The current cost of a school meal is £2.30. If you choose to pay by cheque it should be made payable to "The Moray Council".

Packed lunches may be your preference and provision is made for these to be eaten in the school hall where the pupils are always supervised.

All children in P1- P5 now receive free school meals under a Scottish Government scheme. You can claim free school meals for your child if you are receiving certain benefits - please ask for details from the school Administrator.



Water bottles and snacks

All pupils are presented with a water bottle when they start school and are encouraged to drink water in class to prevent them becoming dehydrated. Replacements are available from the school office. As children will be encouraged to use these throughout the day in the classroom and other learning environments, we ask that the bottles are filled with tap water only, not juice. Children can re-fill their water bottles throughout the day from the drinking fountain. Children may also bring a drink and a snack to school to have at break time. Lollipops are not permitted for safety reasons and sweets are discouraged.

Medicines in School

If your child requires medication during school hours, please contact the school for guidance.

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

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

Illness or Accidents at School

Should a pupil be taken ill at school, parents will be contacted so that arrangements can be made to take the child home. Parents are requested to ensure that the school is informed of any change in Emergency Contact. In event of an accident to a pupil in the school, or playground, every effort will be made to get medical treatment as soon as possible and parents will be contacted. Routine First Aid will be carried out by a member of staff.

Data Protection Act

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

The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified.

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

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

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

Privacy Statement

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

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

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

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

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

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

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

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

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

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child

joins Rothiemay Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Rothiemay 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 http://www.moray.gov.uk/moray_standard/page_41220.html.

Sharing Personal Data to Support Wellbeing

In addition to the above, Rothiemay Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care. Wellbeing concerns can cover a range of issues depending on the needs of the child.

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

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm. We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Moray Council
Education, Communities & Organisational Development

Address: Council Office, High Street, Elgin IV30 1BX

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 15/10/2019

Moray Council A-Z

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|-----------------------------------|------------|---|
| Active Schools | Telephone: | 01343 563890 |
| | Email: | Active.schools@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_52055.html |
| Additional Support for Learning | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_42567.html |
| Adverse Weather Procedures | Telephone: | 0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374 |
| | Email: | Local school or education@moray.gov.uk |
| | Website: | http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html |
| After School Clubs | Telephone: | 01343 563374 |
| | Email: | Childcare.info@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_services/page_44889.html |
| Armed Forces Families Information | Telephone: | 01980 618244 (Children's Education Advisory Service) |
| | Email: | enquiries@ceas.uk.com (Children's Education Advisory Service) |
| | Website: | www.moray.gov.uk/moray_standard/page_100164.html |
| Attendance and Absence | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55580.html |
| Bullying | Telephone: | 01343 563374 |
| | Email: | education@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_52988.html |
| Childcare | Telephone: | 01343 563374 |
| | Email: | Childcare.info@moray.gov.uk |
| | Website: | www.scottishfamilies.gov.uk/ |
| Children and Families Social Work | Telephone: | 01343 554370 or out of hours emergency 03457 565656 |
| | Email: | childrensaccessteam@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_47606.html |
| Child Protection | Telephone: | 01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland) |
| | Email: | childrensaccessteam@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55497.html |
| Clothing Grants | Telephone: | 01343 563456 |
| | Email: | revenues@moray.gov.uk |
| | Website: | www.moray.gov.uk/moray_standard/page_55486.html |

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

Links to Information Websites

Contact: The Moray Council, Education and Social Care Address: Council Office, High Street, Elgin IV30 1BX Website: www.moray.gov.uk

Telephone: 01343 563374 Fax: 01343 563990 Email: educationandsocialcare@moray.gov.uk Hours: 8.45am - 5.00pm Monday to Friday

| Moray Council A-Z | Telephone: | Web page address: |
|-----------------------------------|--|---|
| Active Schools | 01343 563890 | http://www.moray.gov.uk/moray_standard/page_42597.html |
| Additional Support for Learning | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42567.html |
| Admission to Primary School | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_52987.html |
| Adverse Weather Procedures | Local school or 01343 563374 | http://www.moray.gov.uk/moray_standard/page_53021.html http://schoolclosures.moray.gov.uk/ http://www.moray.gov.uk/moray_standard/page_40560.html |
| After School Clubs | 01343 563374 | http://www.moray.gov.uk/moray_services/page_44889.html |
| Armed Forces Families Information | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_100164.html |
| Attendance and Absence | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_55580.html |
| Bullying | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_52988.html |
| Childcare | 01343 563374 | https://www.scottishfamilies.gov.uk/ |
| Children and Families Social Work | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_47606.html |
| Child Protection | 01343 563900 03457 565656 (out of hours) 101 (Police Scotland) | http://www.moray.gov.uk/moray_standard/page_55497.html |
| Clothing Grants | 01343 563144 | http://www.moray.gov.uk/moray_standard/page_55486.html |

| Moray Council A-Z | Telephone: | Web page address: |
|---|--------------|--|
| Community Care | 01343 563999 | http://www.moray.gov.uk/moray_standard/page_77362.html |
| Community Learning & Development | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_39860.html |
| Curriculum for Excellence | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_76320.html |
| Data Protection | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_75569.html |
| Deferred Entry to Primary School | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_52991.html |
| Disability Discrimination | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_43019.html |
| Early Entry to Primary School | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_56925.html |
| Early Learning & Childcare | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42682.html |
| Education and Social Care | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_43612.html http://www.moray.gov.uk/moray_standard/page_2069.html |
| Education Maintenance Allowance | 01343 563338 | http://www.moray.gov.uk/moray_standard/page_40540.html |
| Exclusion from School | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_53001.html |
| Free School Meals | Local school | http://www.moray.gov.uk/moray_standard/page_55486.html |
| Grants and Bursaries | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_43903.html |
| Home Education | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_76320.html |
| Information for Parents and Carers Leaflets | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html |
| Instrumental Instruction | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_53005.html |
| Notes for Parents and Carers booklet | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html |

| Moray Council A-Z | Telephone: | Web page address: |
|--|---|---|
| Learning and Education | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_44028.html http://www.moray.gov.uk/moray_standard/page_76320.html |
| Libraries & Information Services | 01343 562600 | http://www.moray.gov.uk/moray_standard/page_1472.html |
| Museums Service | 01309 673701 | http://www.moray.gov.uk/moray_standard/page_572.html |
| Parental Involvement & Parent Councils | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_55068.html |
| Placing Requests | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_49601.html |
| Pre-School Education | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_42682.html |
| Racial Equality | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_43019.html |
| School Catchment Areas | 01343 563374 | http://www.moray.gov.uk/moray_services/page_68608.html |
| School Contact Details | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_55590.html |
| School Information Line | 0870 054 9999 charged at a 2p per minute service charge plus your call providers access charge | http://www.moray.gov.uk/moray_standard/page_40560.html |
| School Meals | 01343 557086 | http://www.moray.gov.uk/moray_standard/page_55540.html |
| School Term and Holiday Dates | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_55829.html |
| Sports Facilities | 01343 563374 | http://www.moray.gov.uk/moray_standard/page_2237.html |
| Swimming Pools | 01542 882222 | http://www.moray.gov.uk/moray_standard/page_74674.html |
| Transport (Pupils) | 0300 123 4565 | http://www.moray.gov.uk/moray_standard/page_1680.html http://www.moray.gov.uk/moray_standard/page_47797.html http://www.moray.gov.uk/moray_standard/page_56922.html |
| Travelling People | 0300 123 4566 | http://www.moray.gov.uk/moray_services/page_40313.html |

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN 2022-23



| | | | |
|----------------|---------------------------------|----------------------|-------------------|
| SCHOOL: | Rothiemay Primary School | QIO/QIM LINK: | Karen Lees |
|----------------|---------------------------------|----------------------|-------------------|

Priority 1

Quality of learning and teaching

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

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

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
|---|---|------------|---|--|
| Review the Moray Learning & Teaching Strategy with all staff - Focus staff meetings, peer observations and HT observations on key areas – Learning Intentions and Success Criteria, Differentiation, Pace and Challenge | Learners are more able to talk about the purpose of their learning and what they have to do in order to be successful. Tasks better match each child's stage of development. Increased pace of work and greater challenge for learners. | 2021-22 | HT will lead sessions Class teachers | <ul style="list-style-type: none"> Observations will demonstrate a learning environment which is nurturing, challenging and providing high quality learning experiences resulting in improved attainment and achievement. |

| | | | | |
|---|--|---------------|-------------------------------|---|
| | Learners are more aware of where they are in their learning and what they need to do to improve Learners feel a greater sense of achievement in their learning across the Curriculum. | | | |
| Teaching staff are more able to identify the stage in learning that individual pupils are at and provide evidence to support this | Tasks match each child's needs with adequate support and/or challenge | 2021 - 22 | All teaching staff | <ul style="list-style-type: none"> Teaching staff will have increased confidence in their judgement Examples of work in Pupil Learning Pathway folders |
| All staff will engage in tracking learners' attainment and achievement to ensure that any barriers are supported as well as ensuring successful learners are continually challenged. | Learners show progress in Numeracy and Literacy Learners needs are met through support and challenge | 2021-22 | All teaching staff | <ul style="list-style-type: none"> Moray tracking tool showing progress and achievement of a level data Teacher increased confidence in learners individual pathways |
| Staff to revisit and implement assessment and moderation approaches in numeracy and literacy (including AifL linking to quality learning intentions and success criteria) to ensure evidence is valid, reliable and informs next steps for learners. Assessment will be integral at the planning stages of learning and teaching. | Learners will receive high quality feedback and have an understanding of their progress in learning and what they need to do to improve. | 2021-22 | All teaching staff | <ul style="list-style-type: none"> A variety of assessment approaches will be evident in teacher plans which allow learners to demonstrate their knowledge & understanding, skills and attributes in numeracy and literacy. (observations, data, people's views) |
| Universal and targeted support to be implemented consistently across the school and have a positive impact on attainment and achievement. | High quality support and timely interventions to ensure all learners achieve success | Whole session | SfL teacher Class teachers | <ul style="list-style-type: none"> ASfL teacher and PSAs will be deployed appropriately to best meet the needs of identified learners. Improvement in attainment – data analysis |

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|---|--|----------------------|---------------------------|---|
| <p>Class teachers to appropriately plan and implement targeted support through the effective use of Learner Profile and Strategies and Individual Education Plans</p> | <p>Learners and their parents to be fully involved in decisions and how needs will be met.</p> | <p>Whole session</p> | <p>All teaching staff</p> | <ul style="list-style-type: none"> • All staff will refer to LPS and IEPS as an integral part of learning and teaching and assessment – working documents • Tracking and monitoring conversations will identify next steps and interventions needed. • Class teachers will adhere to the IEP/LPS calendar. |
|---|--|----------------------|---------------------------|---|

Evidence to support reduced bureaucracy/workload of teachers
 Development time in WTA, inservice training

Priority 2

Raising attainment in Literacy.

Key links to Moray Education Priority Area(s):

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

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

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
|---|---|------------|--|---|
| Progressions developed and shared for all literacy areas. | Increased pace of work and greater challenge for learners. Learners are more aware of where they are in their learning and what they need to do to improve. Learners have a more coherent delivery across stages of learning. | 2021 - 22 | All teaching staff (leaders in each area to be identified) | <ul style="list-style-type: none"> Standard of literacy skills, including spelling will improve across the school. (Sampling, focus groups class observations, data analysis) |
| Staff to gather clear assessment information to inform learning and teaching. | Learners with identified literacy gaps will receive targeted intervention to narrow the gap. | Term 3 | All staff | <ul style="list-style-type: none"> Assessments will be decided upon and in place for all literacy areas Teachers to gather data to inform groupings and planning. Tasks better matched to each child's stage of development. |

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|---|--|--|--|--|
| Children not making expected progress in literacy are identified and receive support in an appropriate, timely manner | Learners will be supported in overcoming literacy based barriers. | 2021-22 | Class teachers in collaboration with SfL teacher PSAs (including PEF) | <ul style="list-style-type: none"> • Attainment gap will be identified and lessened in literacy |
| Jolly phonics training for new infant teacher | Learners will have a positive, successful experience with jolly phonics | Term 1 | JS | <ul style="list-style-type: none"> • Class teacher will have confidence in teaching Jolly phonics – clearly evident in planning |
| Embed highland literacy in infants and beyond | Learners will have improved phonic knowledge Learners spelling ability improved Learners understanding and knowledge of vocabulary increased | Term 1 for P1-2 and then throughout the year for other year groups | All teaching staff | <ul style="list-style-type: none"> • Emerging literacy interventions are used consistently from P1-7 • Writing jotters/folders show children applying spelling strategies • Class observation and teacher feedback show children are using the strategies taught from the Emerging Literacy Whole School Approach |
| Embed new comprehension programme Link to developing progressions | Shared understanding of progression and next steps within comprehension and how it links to other literacy areas | Whole session | HT | <ul style="list-style-type: none"> • |
| SfL - Research and trial methods to support working memory difficulties | Learners with identified working memory concerns will have strategies to support them | Throughout session | LD with support from HT | <ul style="list-style-type: none"> • SfL Teacher feels confident in support learners with working memory difficulties |
| | | | | <ul style="list-style-type: none"> • |
| <p>Evidence to support reduced bureaucracy/workload of teachers SfL teacher given time to research, support with resources</p> | | | | |

Priority 3

Raising attainment in numeracy

Key links to Moray Education Priority Area(s):

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

| NIF Priorities: | | NIF Drivers: | | Children's Services Plan: | | HGIOS?4 QIs: | |
|---|--|---|--------------------------|---|--|--|--|
| <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people | | <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information | | <input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting | | <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input checked="" type="checkbox"/> 2.7 <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 | |
| Actions | Outcomes for learners | Timescales | Responsible | Measures of success | | | |
| All staff to engage in in-service training and professional reading relating to numeracy approaches to further improve learning and teaching. | Clear explanations and instructions (Learning intentions & success criteria) and effective questioning to enable higher-order thinking skills. | Whole session for professional reading, Numicon training in May | All staff | <ul style="list-style-type: none"> Learners will demonstrate secure foundational skills in numeracy from early level and beyond and improved attainment (data analysis, observations) | | | |
| Embed numeracy progressions and new maths resource purchased with PEF monies | Learner will be able to <ul style="list-style-type: none"> confidently contribute to their learning understand the purpose of their learning identify their next steps in learning. | Whole session | HT All teaching staff | <ul style="list-style-type: none"> All teaching staff will have confidence in their judgement and progressions will be evident in planning | | | |

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| Use diagnostic tools from Highland Numeracy and trial the new ASG assessments as outlined in the ASG improvement plan. | Learners will benefit from high quality universal support to develop numeracy knowledge and skills. | Whole session | All teaching staff | <ul style="list-style-type: none"> All teaching staff will be able to talk about the assessments they have trialled and will record the implications for learning and teaching at class level. HT will be able to gather views on assessments use via planning meetings. |
| Greater focus on mental maths strategies and basic knowledge skills | Learners will demonstrate secure foundation skills in numeracy from early level | Timetabled from Term 1 | All teaching staff | <ul style="list-style-type: none"> Learners will demonstrate secure foundational skills in numeracy from early level and beyond and improved attainment (data analysis, observations) Evident in teacher planning and timetabling |
| <p>Evidence to support reduced bureaucracy/workload of teachers Time allocated in WTA, Numicon training provided in inservice</p> | | | | |

Priority 4

Recovery Curriculum – Post COVID including Relationship Policies and Pupil Participation

Key links to Moray Education Priority Area(s):

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

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

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
|--|--|-------------------------|-----------------------|---|
| Provide a nurturing and safe environment for learners to ensure the changing guidelines for the ongoing Covid 19 Global pandemic are met | Learners feel supported and nurtured Learners have a safe, clean learning environment | Term 1 | HT Class teachers | Using the GIRFEC wellbeing web, most children demonstrate they feel safe and included Teachers' observations of children following the Covid safety/hygiene guidelines Monitoring of risk assessments in place for pupils |
| Continue to monitor the health and wellbeing needs of learners so that they can engage effectively with their learning | Learners feel confident in being able to express their feelings to at least one member of staff Any health and wellbeing barrier connected with Lockdown is removed to allow for effective learner engagement | August 2021 – June 2022 | Class teachers SFL | Class teachers observations on level of engagement in lessons Learners demonstrate positive relationships with staff and peers in class and in the playground |
| Maintain and develop digital learning skills for all learners and staff | In the event of any remote learning situation, all learners and staff are prepared so there will be no interruption to learning. | Whole session | Class teachers | High percentage of pupils engaging in remote learning opportunities |

| | | | | |
|--|---|-------------------------|---------------------------------|---|
| | | | | Feedback from parents demonstrate that learning is appropriate and easily accessible for pupils |
| Provide opportunities for pupils to become more involved in all aspects of the school e.g. pupil council, playground group | Children will feel more empowered to have a say in the quality of their learning experiences | August 2021 – June 2022 | All staff | Through focus groups and observations, children will confidently be able to discuss and lead their own learning experiences and be able to lead others. These leadership opportunities will empower learners to bring about change and improvement. |
| Review and update the School Relationship Policy and ensure it is followed consistently across the school. | There are clear expectations regarding behaviour within the school and each learner and their family is aware of these. | Term 1 & 2 | All staff during inservice time | Children will demonstrate improved skills to communicate socially and problem solve resulting in fewer behavioural/playground incidents. |
| Evidence to support reduced bureaucracy/workload of teachers | | | | |
| In-service | | | | |



Context of the School

‘Learning together to be the best we can be.’

Creativity – Integrity – Perseverance – Resilience – Respect

The well-being of our young learners is the driver behind the what, why and how of their learning experiences at Rothiemay Primary.

Rothiemay Primary School provides an educational service to children from P1-P7. We are a nondenominational primary school with a current roll of 63 pupils, in 3 classes, P1-3, P4/5 and P6/7. We pride ourselves in our nurturing, “family” ethos and welcome everyone into the school warmly.

Rothiemay has a higher proportion of residents who are economically active with over twice the proportion of self-employed compared to Moray or Scotland. Geographically Rothiemay is more rural and therefore access to services is more difficult and travel times longer in the absence of public transport.

The school continues to benefit hugely from an active and supportive parent council and works hard to maintain positive, supportive relationships with parents, carers and the wider community.

Following an unsettled year in 2019-20 due to changing head teachers and the beginning of the COVID-19 pandemic which closed the school building in March 2020, there has followed another unsettled year with the death of our dear principal teacher, Mrs Gray, and the continuation of COVID-19 which again closed the school building in January 2021. While this may have had an impact on the school development plans, the nurture, learning and care for all the children in the school never suffered. The school opened as a hub for key worker and vulnerable children in January 2021 and catered for up to 18 children during the period of school closure.

During the school closure due to COVID-19, the school used Google Classroom as their main form of input with paper packs delivered to around 10% of the school, mainly due to internet issues. Just over 65% of children actively engaged with online learning with other families accessing paper packs or alternative learning provided by parents. Many of these alternative learning experience provided real life opportunities and context for their developing workforce skills. At Rothiemay, our guiding principle for recovery is to ensure that all children and adults are safe, happy and nurtured while maximising the amount of quality learning and teaching.

Priority 1

School Priority 1: Improving approaches to learning, teaching and assessment to increase children's engagement.

Key links to Moray Education Priority Area(s):

- Raising Attainment and Achievement
- Learning, Teaching and Assessment
- Curriculum

- Self-evaluation for Self-improvement
- Supporting All Learners
- Leadership at all Levels

NIF Priorities:

- Improvements in attainment, particularly in Literacy and Numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information

Children's Services Plan:

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

HGIOS?4 QIs:

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

Progress and Impact

All teaching staff participated in collaborative training during staff development meetings and inservice on the Moderation Cycle, focussing initially on Planning. During staff development meetings, a new planning format was introduced to ensure consistency across the whole school. Forward planning feedback meetings took place to look at plans for all children for the term ahead. ASN Liaison time was built in to ensure that the needs of all children were met including those with additional support needs.

Learning intentions are in place for most lessons and some success criteria are co-constructed with the children. Some children are beginning to develop their use of the language of learning and this is evident in weekly learning logs. Some children are now better able to identify where they are in their learning and can talk about what they need to do to get to the next level in their learning.

Almost all children have engaged with Glow during lockdown and for homework tasks via Google Classroom. Digital literacy skills have developed throughout the school as a result.

Teachers are beginning to refer to standardised assessment data and some other assessment strategies to plan for next steps and provide timely interventions to ensure all learners experience adequate support, pace and challenge in their learning. Teachers are at the very early stages of analysing

attainment data. Discussions about progress and attainment of each child take are planned for throughout the school year in November, February and May during tracking meetings.

Next Steps

- Evaluate and adjust the planning format to ensure that it is effective and is being used consistently
- Continue to refer to, improve and apply approaches for learning, teaching and assessment using the Moray Learning and Teaching Strategy and other appropriate materials, particularly in regard to pace, challenge and differentiation
- Consider and refine further learning Intentions and success criteria.
- Ensure all lessons are challenging, interesting and well differentiated, including the development of higher order thinking skills.
- Further develop effective questioning which provides pace and challenge.
- Establish appropriate learning progressions and pathways for literacy from P1 – P7 that will further support assessment at the planning stage.
- Revisit assessment approaches (AifL) to ensure they demonstrate knowledge, understanding and skills.
- Lesson observations and feedback to focus on engagement and the strategies used to increase learner engagement.
- Continue to develop digital learning skills.
- Children at all stages will have greater opportunity and experience of outdoor learning.
- Children at all stages, but particularly the early stages will have more opportunities for learning through play.

Priority 2

School Priority 2: Raising attainment in Numeracy

Key links to Moray Education Priority Area(s):

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

NIF Priorities:

- Improvements in attainment, particularly in Literacy and Numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information

Children's Services Plan:

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

HGIOS?4 QIs:

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

Progress and Impact

Progressions using Highland numeracy were introduced during inservice in May. New maths resources were purchased in the form of Primary Maths for Scotland text books and staff spent individual time during inservice to acquaint themselves with it. All staff are more confident that there is a shared understanding of progressions and how to identify next steps.

Most children have been assessed using the Highland numeracy diagnostics and gaps identified in strategies and knowledge.

Higher priority has been given to mental maths strategies in all classes to increase abilities in basic knowledge. This has led to more children being able to demonstrate greater fluency in key mathematical skills such as number bonds and tables.

All staff, including support staff, attended 2 out of 3 numicon training sessions and completed the relevant, professional reading (the third was planned for May 2021 but had to be rescheduled due to Coronavirus restrictions) to further improve learning and teaching. Staff gained confidence in using the strategies, particularly beyond the infant stage, to better support all learners in numeracy. Numicon is available for all children in every class and some children are recognising this as a strategy they can use to support their understanding in numeracy.

Next Steps

- Work as an ASG to ensure consistency of approach and understanding across all KGS schools which will allow for more effective moderation.
- All staff to trial new ASG baseline and end of topic assessments in Numeracy to ensure that clear progression is being made and pace and challenge is appropriate.
- Embed new numeracy progressions
- Continue focus on mental maths knowledge and strategies
- Assess all children throughout all areas (Highland Numeracy Assessments) and use data to inform learning and teaching and track progress.
- Revisit and refresh numicon training during staff meetings to ensure that the skills developed are kept fresh until the final training in November 2021.
- Ensure knowledge and skills developed during these training sessions support high quality effective learning for their pupils, in every stage.
- Ongoing development of effective learning and teaching of numeracy (linked to progressions), using new knowledge and understanding and resources(Numicon training and new resources)
- Develop use of targeted support and interventions to ensure progress for identified groups and individuals.
- Tracking system based on knowledge and strategy from highland numeracy introduced in May 2021 inservice to be implemented.

Priority 3

School Priority 3: Relationships, inclusion and personalised support

Key links to Moray Education Priority Area(s):

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

NIF Priorities:

NIF Drivers:

Children's Services Plan:

HGIOS?4 QIs:

- Improvements in attainment, particularly in Literacy and Numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information

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

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

Progress and Impact

Pupil participation has been integral to engaging all pupils in the life of the school. The head teacher has worked with all class, in particular the older class, to ensure all pupils have the opportunity to express their opinion on a range of experiences in the school including house points, playground equipment and behaviour management. Most children have expressed that they feel listened to and that when they have ideas they are acted upon. The new house point system (RIVER points) were created in collaboration with the older children and has just been cascaded to the younger children.

Staff have been working together to create learning environments where children feel listened to secure in their ability to discuss their feelings/emotions/challenges. This is not only in the classroom but includes the playground, dinner hall other learning areas within the school community. All classes and the dinner hall developed charters to support an improved ethos and engagement.

Children and staff engage in regular circle time sessions where most children feel confident to share their views, opinions or make suggestions. While this is timetabled in the 2 older classes, it was more appropriate to do "in the moment" restorative conversations in the infant class.

LPSs and IEPs are in place for all children who require them and a timetable is in place for ensuring these are updated accordingly. Due to COVID and the subsequent lockdowns, there has been a delay in some of these this year. All staff have had development meetings and additional tracking time to look at Moray BGE tracker and how to enter and analyse the data. This has led to a more consistent use of the tool and more confidence in being able to use it to identify gaps and improvements.

PEF money was used to fund additional PSA time which was primarily focussed on early stage literacy attainment gaps. Due to lockdown, there has been less impact than expected but, since the school re-opening and full timetabling being possible from Easter, all children engaging with these sessions have improved their emerging literacy and phonics abilities.

Next Steps

- Develop and improve pupil participation through the provision of appropriate and sustainable school groups (once current restrictions allow).
- Curriculum events/workshops for parents/carers about emotions coaching and restorative approaches (once current restrictions allow).
- Universal and targeted support to be implemented consistently across the school and have a positive impact on attainment and achievement.
- Class teachers to appropriately plan and implement targeted support through the effective use of Learner Profile and Strategies and Individual Education Plans
- Embed restorative approaches and positive relationships to strengthen positive behaviour systems and reinforce a whole school approach to Health & Wellbeing.
- Continue to fund additional PSA time using PEF and increase the focus to numeracy as well as literacy.
- Increase knowledge and understanding of the roles of SfL to support teachers in appropriate differentiation for all children in their class, including those with additional support needs.

Priority 4

School Priority 4: Post-COVID Recovery

Key links to Moray Education Priority Area(s):

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

NIF Priorities:

- Improvements in attainment, particularly in Literacy and Numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information

Children's Services Plan:

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

HGIOS?4 QIs:

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

Progress and Impact

During last year's lockdown, relationships with parents/carers were built and maintained through frequent communication either as a group or, where appropriate, personal phone calls and emails. These were maintained throughout the year and meant that during the second lockdown, families were comfortable in contacting the school as communication pathways were well established. Google Classroom was used during the first lockdown for remote learning and children continued to use this weekly for their homework. Pupils and staff both felt more confident in using it during the second lockdown and meant that it was easier to introduce new learning on an online format.

Having the hub in the school during lockdown 2 helped not only communication but also allowed for more remote learning support in the form of reading books, ICT support and places in the hub for keyworker and vulnerable children. An increased level of confidence was observed by all children who attended the hub.

Risk assessments, including individual ones for young people and staff who required one, were in place on the return in August and updated throughout the year to ensure that everyone was safe while maintaining an inclusive learning environment where everyone felt nurtured. When children first returned to school in August 2020, teachers and support staff formed observation reports on the health and wellbeing and readiness to learn of all children. Children used the SHANARRI web to reflect on their own feelings and most children had high marks in all areas, especially nurtured, respected and included.

Assessments of children on their return were completed by class teachers in a supportive manner so staff were able to plan for any gaps in attainment from lockdown. Targeted interventions were planned for in collaboration with SfL and were supported by additional PEF PSA time. All children who were targeted have made progress in both literacy and numeracy and said they enjoyed their time in small groups.

Initially, the school curriculum was adapted to have a high focus on Health and Wellbeing. This supported all learners, and staff, on the return to education and allowed for a smooth return to more formal learning.

Next Steps

- Continue to maintain and develop new skills and abilities on Google Classroom by using it in the classroom and for online homework.
- Build upon the communication methods used with parents including using Forms to canvas opinion
- Continue to follow all local and national requirements in relation to COVID restrictions.