

Rothiemyay Primary School

School Handbook 2024/25



**‘Nurturing aspiration for learning,
relationships and life.’**

Responsibility Inclusion Values Empathy Respect



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 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 School Administrator.

Rothiemay Primary prides itself on its strong, happy, positive community ethos where everyone is valued, encouraged and supported to learn together. Our school is a happy, safe and fair place where every young person is encouraged and nurtured 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 47 pupils, divided into 2 composite 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 and continually we need the help and support of parents and carers to develop a close link between home and school.

A newsletter is sent out regularly throughout the year to ensure that parents/carers are kept informed about all school activities. In line with other Moray schools we also have a school blog and use the schools twitter/X page to share information about the life and work of the school.

We operate an open-door policy and invite you to come in to have a chat with us 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 (Head Teacher)

School Contact Details

Rothiemay Primary School
Rothiemay
Huntly
AB54 7LT

Telephone: 01466 711220

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

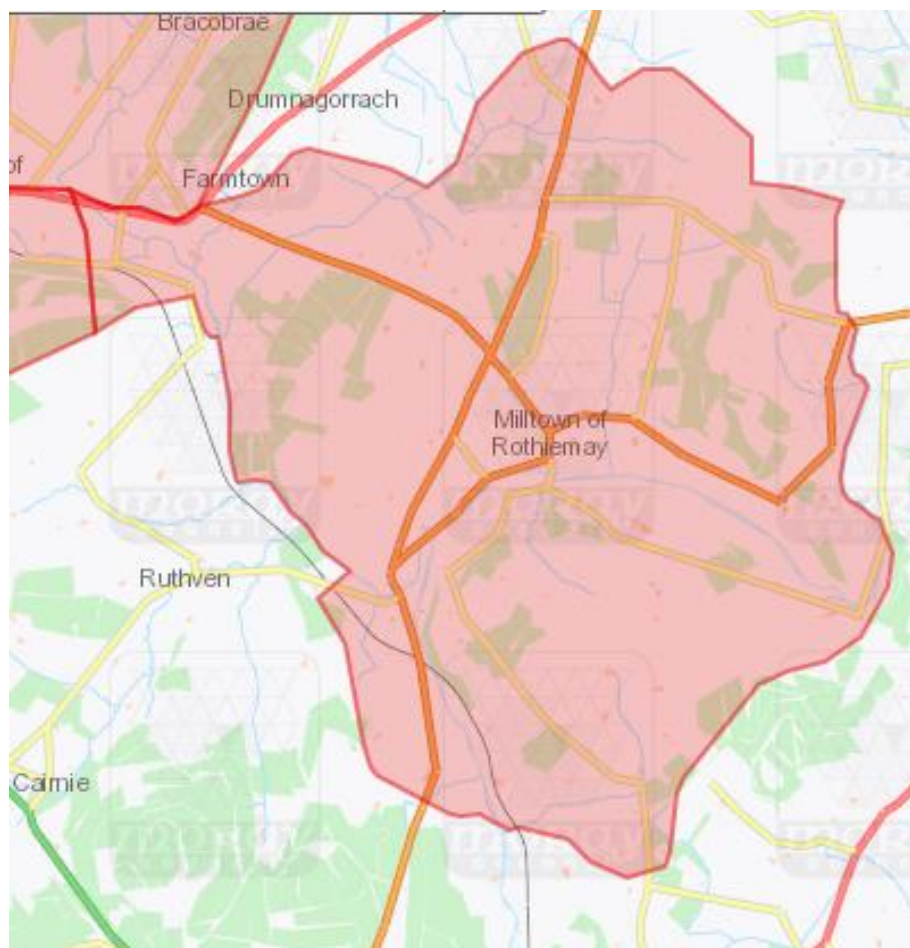
Website:
<https://blogs.glowscotland.org.uk/my/RothiemayPS/>

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 Times

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

Session 2024/25

Term 1

12 -13 August	In-service Days
14 August	First day
4 October	Last day

October Holidays	7 – 18 October
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Term 2

21 October	First day
11 – 12 November	In-service Days
20 December	Last Day

Christmas Holidays	23 December – 3 January
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Term 3

6 January	First Day
14 – 17 February	Mid Term Holidays
28 March	Last Day

Spring Holidays	31 March – 11 April
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Term 4

14 April	First Day
18 April	Good Friday Holiday
5 May	May Day Holiday
15 - 16 May	In-service Days
2 June	Occasional day
27 June	Last Day

Session 2025/26

Term 1

18-19 August	In-service Days
20 August	First day
10 October	Last day

October Holidays	13 – 24 October
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Term 2

27 October	First day
10 – 11 November	In-service Days
19 December	Last Day

Christmas Holidays	22 December – 2 January
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Term 3

5 January	First Day
12 February	In-service Days
13 – 16 February	Mid Term Holidays
27 March	Last Day

Spring Holidays	30 March – 10 April
3 April	Good Friday Holiday

Term 4

13 April	First Day
4 May	May Day Holiday
2 July	Last Day
Plus 1 Occasional day	

Opening and Closing Times (all classes)

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

2025/2026 times will be as follows:

Opening	Break	Lunch	Closing
8.55am	10.35am – 10.55am	12.30pm – 1.15pm	3.00pm

Our Staff

			
Mrs Jane Clayton Head Teacher P1-5 Teacher	Mrs Linda Dorsett P1-5 Teacher SFL Teacher	Miss Jaqui Stewart P6/7 Teacher (Monday) McCrone Teacher (Tuesday)	Mrs Mela Bekri-Watt P6/7 Teacher (Tuesday – Friday)
			
Mrs Catherine Rough Pupil Support Assistant Children's Supervisor	Mrs Yvonne Donnison Pupil Support Assistant Classroom Assistant	Mrs Irene Rowley Pupil Support Assistant	
			
Mrs Alison Jamieson Admin (Mondays and Thursdays)	Mrs Irene Philip Cleaner	Mrs Sarah Catering Assistant	Ed McMann Janitor

Visiting Specialists:



Mrs Jane Alexander
Violin Instruction



Mr James Gray
Brass Instruction



Mr Ed Friday
Recorders



Amanda Walker
Active Schools

Our School





Vision, Values & Aims

Vision

'Nurturing aspiration for learning, relationships and life.'

At our Rothiemay primary school, we are committed to nurturing the aspirations of every individual in our community. Our vision focuses on fostering a love for learning, building strong relationships, and preparing students for life beyond school. We believe in creating an environment where living, learning, and laughing are at the heart of everything we do.

We aim to develop a community where everyone is recognised for going 'above and beyond,' aspiring to excel in all areas of life. Our vision is directly linked to the four capacities of the Curriculum for Excellence:

 <p>Successful Learners: We strive to create an environment where pupils are motivated, confident, and curious about their learning. We provide opportunities for all children to engage in challenging and enriching learning experiences, enabling them to reach their full potential.</p>	 <p>Confident Individuals: We promote a school culture where students feel valued, supported, and empowered to be themselves. We nurture emotional well-being and resilience, ensuring that each child has the confidence to face challenges and embrace new experiences.</p>
 <p>Effective Contributors: We encourage pupils to collaborate, communicate, and contribute positively to their school, community, and beyond. We foster teamwork, problem-solving, and creativity, empowering learners to make a meaningful impact.</p>	 <p>Responsible Citizens: We instil a sense of responsibility for the world around them. Our school encourages pupils to understand their rights and duties as citizens, promoting respect for others and contributing to the common good.</p>

As a school community our vision is to develop a nurturing aspiration for learning, relationships and life. We promote positive recognition for those who go 'above and beyond' and aspire to be a learning community where living, learning and laughing are central to everything we do.

Values

Responsibility Inclusion Vision Empathy Respect

These core values guide everything we do and were developed in collaboration with pupils, parents, and staff. They underpin our school's ethos and are demonstrated by everyone in our community.

Aims

We are committed to fostering an environment where every child is encouraged to:

- **Engage in a broad, deep, and challenging curriculum**, with opportunities to explore a wide range of subjects and skills.
- **Experience interdisciplinary learning**, linking two or more curricular areas, to enhance understanding and encourage creativity.
- **Recognise the individual**, celebrating the unique talents, interests, and potential of every pupil.
- **Learn through diverse experiences**, developing skills, attitudes, concepts, and knowledge that promote lifelong learning and personal growth.

Specifically, we aim to:

- Enable each child to develop into a **responsible citizen, effective contributor, successful learner, and confident individual**, in line with the Scottish Curriculum's key focus on developing these capacities.
- Provide **equal opportunities** through a differentiated curriculum that meets the needs of all learners, supporting the development of individual strengths and interests.
- Show pupils the **purpose and relevance** of their learning, helping them approach education with enthusiasm, curiosity, and a sense of meaning.
- Support every child in achieving the highest possible standards, aligned with their individual abilities and qualities.
- Provide **first-hand experiences** that enable pupils to gain meaningful concepts and skills, supporting their understanding of themselves, their culture, and the world around them.
- Foster **creativity and imagination** through a wide variety of learning opportunities that allow students to explore new ideas and approaches.
- Promote a **health-conscious environment**, ensuring the well-being of our pupils in all aspects of their lives.
- Strengthen **positive relationships** between home, school, and the wider community, building a collaborative and supportive learning environment.

Our curriculum and teaching approach are designed to support the Scottish Government's focus on **literacy, numeracy, health and well-being, and developing skills for life, learning, and work**. We aim to ensure that every child has the opportunity to thrive in these areas and grow into capable, confident, and caring individuals.



Parents as Partners

At Rothiemay Primary, we firmly believe that parents are the first and most important educators of their children and know them best. We are dedicated to fostering a strong partnership between home and school and offer a range of ways for parents to be actively involved in their child's education.

Parent Council



The Parent Council plays a key role in supporting the school and enhancing the link between home and school. The aims of the Parent Council are to:

- Support the school's work with pupils.
- Represent the views of parents.
- Promote communication between the school, parents, pupils and the local community
- Provide an annual report to the parent forum.

Any parent is welcome to attend Parent Council meetings, which are held regularly throughout the year (usually one per term). Parents and carers will be notified about upcoming meetings via the school and the Parent Council Facebook page.

The following parents have been elected to represent your interests.

Parent Council Chair: Lynne Cameron

Parent Vice Chairperson: Martin Cameron

Parent Council Treasurer: Lindsey Garrioch

Parent Council Secretary: Josie Raffan

Parents as Partners

At Rothiemay Primary, we take pride in our "open door" policy, welcoming all parents and carers. You are invited to contact the school at any time to arrange an appointment with your child's class teacher, Support for Learning Teacher, or Head Teacher to discuss your child's progress.

We value parental involvement in school life, whether as a member of the Parent Council or by helping in the classroom or with special events. Any help that parents can offer, whether related to a hobby, job, or skill, is always appreciated. If you'd like to get involved, please don't hesitate to contact the school.



Reporting to Parents

Our open-door policy means that parents are always welcome to discuss their child's progress. We encourage you to call ahead to arrange a suitable time.

Throughout the school year, we provide several ways for parents to stay informed about their child's learning. These include Learning Logs, concerts/performances, open events, parent information sessions, and updates through social media.

- **Learning Logs:** Sent home every Friday, Learning Logs offer a snapshot of your child's progress, highlighting achievements and engagement in school life. They provide a great opportunity to discuss your child's learning at home, and parents are encouraged to add comments, fostering a two-way communication channel.
- **Settling-in Reports:** During Term 1, your child, with their teacher, will create a settling-in report. This report reflects on your child's strengths, areas for development, and how they align with our school values.
- **Curriculum for Excellence Progress Reports:** At the end of Term 3, a progress report will be issued detailing your child's progress within the levels of Curriculum for Excellence. Parent appointments will be available at the start of Term 4 to discuss your child's progress further.

Information for Parents and Carers

Moray Council has produced a helpful booklet, "Notes for Parents and Carers," which provides essential information about the education system in Moray and outlines key areas of government legislation that may affect your child's experience at school. The booklet is available in multiple languages and can be accessed here:

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

School Information

Parents can access the School Improvement Plan and annual Standards and Quality Report on our website. They are also at the end of this document. <https://blogs.glowscotland.org.uk/my/RothiemayPS/>



[School Information](#) ▾ [Adverse Weather Plans](#) [Term Dates](#) [Rothiemay Parent Council](#)

Rothiemay Primary School

Nurturing aspiration for learning, relationships and life



Positive Behaviour & Relationships

Promoting Positive Behaviour and Relationships

Every child and young person has the right to:

- feel safe
- receive an education
- be listened to
- play



Our school prioritises fostering positive attitudes and behaviours. We set clear expectations and rules, ensuring they are well understood by all students. When necessary, we apply appropriate consequences, always within a supportive, caring environment. We work closely with parents and carers to support every child's learning and well-being.

In line with the principles of **Getting it Right for Every Child (GIRFEC)**, we ensure that our children are safe, healthy, achieving their potential, nurtured, active, respected, responsible, and included. When consequences are required, they are discussed and agreed upon during restorative conversations with all involved parties.

We believe that all stakeholders; children, parents, and staff, share responsibility for behaviour in the school. We promote positive behaviour and relationships across all areas of school life, including the playground, dining hall, after-school clubs, excursions, and community projects.

Staff Support for Positive Behaviour and Relationships

Rothiemay staff are committed to encouraging positive behaviour by promoting:

- Our vision, values and aims
- Emotions coaching to support emotional intelligence
- Respecting school, class and playground charters
- Respecting the outcomes of restorative conversations
- Mutual respect for each other and our learning environment

Partnership for Success

While the school plays a key role in promoting positive behaviour, we believe that collaboration with parents, the wider community, and external agencies is essential. Effective communication between all parties is critical for success. We recognise that challenging behaviour can stem from various underlying factors, and we address these issues through a joint working approach, involving support from external agencies when appropriate. At Rothiemay, we employ a variety of strategies to support positive behaviour and relationships among children and staff.

Restorative Approaches

Rather than focusing on punishment for inappropriate behaviour, we take a restorative approach to conflict resolution. Punitive measures can sometimes exacerbate problems, leading to resentment rather than reflection. Our restorative practice encourages children to reflect on their actions, understand the impact of their behaviour on others, and restore relationships.

In restorative conversations, children are given the opportunity to express their feelings, understand the consequences of their actions, and work towards repairing any harm caused. These conversations are supportive, age-appropriate, and focused on helping children develop empathy and set personal targets for improvement.

Consequences

While restorative conversations are a key part of our approach, consequences may be necessary if a child's behaviour falls outside of our expectations. Sanctions are applied with consideration to the circumstances and may include:

- A **verbal warning** for persistent misbehaviour
- **Time-out** from class to allow the child to calm down
- **Reflection time** during break or lunchtime
- A **phone call** to parents
- In extreme cases, **exclusion** from school

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

Bullying Prevention

We believe that children learn best when they feel safe and secure, both in school and on their journey to and from school. Every child has the right to a safe, supportive environment, free from bullying.

Bullying is persistent behaviour that can be verbal, physical, or emotional. It involves one or more pupils repeatedly attacking another, or deliberately excluding a pupil. It differs from a one-time argument or a disagreement between friends, although these may sometimes lead to bullying.

The school can only address bullying if it is made aware of the issue. We urge parents who are concerned about bullying to contact the school as soon as possible.

Bullying Procedures

- If a student or parent suspects bullying, the issue should be reported to a member of staff. All reports will be treated confidentially and sympathetically.
- We investigate and record all incidents of bullying. In many cases, behaviour issues can be resolved through discussion and reflection.

If bullying is confirmed, the following procedures will be followed:

- The **Head Teacher** will be informed of all bullying incidents and will become involved as necessary.
- Parents of **victims** will be notified of the investigation and the outcome.
- Parents of **children involved in bullying** will be informed and will have an opportunity to discuss their child's behaviour and the sanctions applied.

We are proud to report that bullying incidents at Rothiemay are rare, and we are committed to maintaining a positive ethos to prevent future occurrences.

Celebrating Achievements and Pupil Voice

Celebrating Achievement

We celebrate achievement in a variety of ways;

- Assemblies
- Stickers
- River points
- House rewards
- Proud Clouds
- Special Presentations
- Shared Learning Presentations



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.

Children are developing their language of learning. They are encouraged to talk about their learning with others and are developing the skills of self and peer assessment. With supportive questioning and teacher modelling they can discuss their strengths and identify what they need to work on next to make improvements in their learning.

House Captains/Vice Captains

House Captains and Vice Captains are elected by their peers.

Deveron

Knock

Tarryblake

Our house and vice captains are given various responsibilities throughout the school year and are expected to be a good role model by being an ambassador for our school vision and values.

Pupil Council

At the beginning of the year one pupil from each year group (P3 to P7) is voted for by their peers to become a pupil council member. The Pupil Council have a vital role in ensuring we live by our school vision and values. They meet regularly throughout the year to discuss how to improve our school for all the children who attend Rothiemay Primary, now and in the future. We identify different improvements and work out how to prioritise them and move them forward. The pupil council regularly 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!

Enrolment, Inductions and Transitions

Enrolment

The intake of Primary 1 children takes place in August each year. Children who will be five years old by the last day of February may be enrolled for the following August intake. In January a notice is placed in the local newspaper which informs parents about the enrolment dates.

Further information or to register your child, please visit the Moray Council website at:

http://www.moray.gov.uk/moray_standard/page_52987.html

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 gain further confidence in school and to meet their buddies who will help look after them when they start school. Parents are also invited to an information evening during Term 4 giving detailed information and handouts about the start of school.

New Pupils

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Rothiemay Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school.

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

Head Teacher – Mr Alan Bruce

Tel: 01542 882461

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

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

The Gordon Schools

Head Teacher: Mr P. Gaiter,

Tel: 01466 792181

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

Email: gordonschools.aca@aberdeenshire.gov.uk

Our Curriculum

Curriculum for Excellence

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.

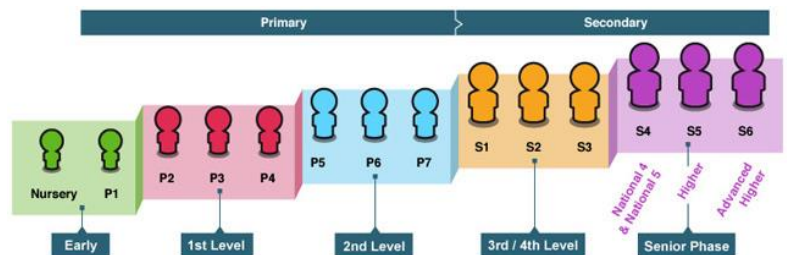
Curriculum for Excellence is not a 'one size fits all' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, 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.

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 to the end of Primary 1
- First Level - to the end of Primary 4
- Second Level - 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.

Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use planning to deliver inter-disciplinary learning opportunities using interesting topics. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy, team working skills and the ability to transfer knowledge and skills over a wide range of learning experiences from different curriculum areas.

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



Key areas of Education:

- **Literacy** across learning;
- **Numeracy** across learning;
- **Health and Wellbeing** across learning.
- **Experience** - describes the **learning activity** taking place.
- **Outcome** - describes **what the learning will achieve**.
E.g. Knowledge, understanding, skills, awareness and attitudes.

Curriculum for Excellence 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 Seven Principles	The Eight Curriculum Areas
<p>All learning must take account of these principles:</p> <ul style="list-style-type: none">• Challenge and Enjoyment• Breadth• Progression• Depth• Personalisation and Choice• Coherence• Relevance <p>This is to ensure children's development is useful and meaningful</p>	<p>Containing a range of subjects:</p> <p>Expressive Arts - Art, Drama, Music and Dance</p> <p>Health & Wellbeing - Personal, social and emotional health. P.E.</p> <p>Literacy and English Communicating with others. Reading, Writing, Modern Languages</p> <p>Numeracy and Mathematics - Number work, Problem Solving</p> <p>Religious and Moral Education Religions, values and beliefs.</p> <p>Sciences - Understanding our planet</p> <p>Social Studies - Scotland and the World; past, present and future.</p> <p>Technologies - Food, Design and Computing.</p>

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.

Getting It Right For Every Child



Getting it Right for Every Child (GIRFEC) – Primary Schools

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

As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In primary schools this will usually be provided by the Headteacher or Depute Headteacher. The Headteacher or Depute Headteacher 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 Headteacher or Depute Headteacher either by phone, email or alternatively a letter marked for the attention of your child’s Headteacher or Depute Headteacher.

The Wellbeing Indicators

The acronym SHANARRI is formed from the eight indicators of wellbeing.

All of these wellbeing indicators are necessary for a child or young person to reach their potential. They are used to record observations, events and concerns and as an aid to creating an individual plan for a child.



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.

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

Child Protection

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

(United Nations Conventions on the Rights of the Child)

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

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Criminal Exploitation
- Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Harmful Sexual Behaviours
- Radicalisation
- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Child Placing Self at Risk

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

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021\)](#).

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 one that is inclusive and supportive to achieve the best outcomes for children.

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

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

Twitter

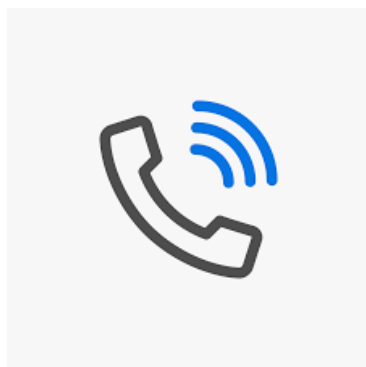
In order for us to share your child's learning and to give an impression of a day in their life at Rothiemay Primary, we use Twitter. You can follow us at @RothiemayPS.



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).

Pupils taking time off school to accompany their parents on holiday is not a legal right in Scotland. Family holidays taken during term time are recorded as "unauthorised" absences except in exceptional circumstances. In all cases, parents must request the permission of the head teacher to remove a child from school during term time to go on holiday.



If your child is absent from school please contact the school as soon as possible in the morning to explain the absence.

- Telephone (**01466 711220**)
- Email – admin.rothiemayp@moray-edunet.gov.uk
- or you can leave a notification via the **Parent Portal** and advise us of the reason for the absence and the likely date of return to school. If you wish further information on the Parent Portal – please contact the School Office.

We will check the attendance register daily at the beginning of the morning and afternoon sessions. Lateness will also be recorded in the register.

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 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.

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



The link for ordering School Uniform is -

<https://myclothing.com/collections/rothiemay-primary-school-11081>

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/playtimes.
- A water bottle with a sports cap
- A bag for reading books and learning logs.

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 Out with 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.

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.
- If you have registered/created an account to receive alerts at mygovscot <https://online.moray.gov.uk/site/wss/home> then message will be sent to you.
- 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. Phone number: **08700549999** PIN: **031460**

This is what you can do:

- 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.
- If you feel it is unsafe for you to send your child to school during severe weather conditions, we will always respect your decision. 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/children to school yourself. **If this is the case, you must collect your children at the end of the school day.**

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.

Early School Closure

- 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.

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



We encourage all pupils to drink water throughout the day to stay hydrated and support their learning. As children will be using water bottles in the classroom and other learning environments, we kindly ask that bottles be filled with tap water only, not juice. Water bottles can be refilled during the day from the drinking fountain. Pupils may also bring a drink and a healthy snack for break time. For safety reasons, lollipops are not allowed, 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.

APPENDICES

**Moray Council
Education, Communities & Organisational Development**

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 14/08/2023

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

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



School Improvement Plan

Session:	2024-2025
School:	Rothiemay Primary School
Plan term:	<input checked="" type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
Link Officer:	<i>Willem Smit QIO</i>

*on discussion with Link Officer/QIM, context based



Priority 1

Summary of Priority: **Raising attainment in Numeracy & Mathematics**

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> P2: Tackling child poverty <input type="checkbox"/> P3: Improving CYP mental wellbeing <input type="checkbox"/> P4: Strengthening family support <input type="checkbox"/> P5: Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input 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
Implement consistent use of ASG diagnostic assessments and tracking.	Learners consistently engage in diagnostic assessment, enabling meaningful professional dialogue and reflection on their progress and areas for growth.	1 year	All staff	<ul style="list-style-type: none"> • With age-appropriate guidance, all learners can discuss their successes and next steps based on clearly communicated success criteria. • Evidence gathered from learning visits, jotter reviews and learner conversations. • Robust tracking systems in place. • Termly progress and attainment meetings facilitate timely identification of learner needs.
Utilise strategy cards to support and enhance learner conversations.	Learners identify and articulate various strategies used in their mathematics and numeracy.	1 year	All staff	<ul style="list-style-type: none"> • All learners effectively use levelled language and strategy cards to identify and discuss the mathematical strategies they have learnt and applied. • Learners working at first and second level gain confidence discussing a range of strategies.
Develop problem solving and application tasks.	Learners apply knowledge and strategies to problem solving and application tasks	2 year	All staff	<ul style="list-style-type: none"> • All learners have opportunities to apply mathematical knowledge in contextual situations.

	demonstrating higher order thinking skills and reinforcing learning in context.			<ul style="list-style-type: none"> All learners develop awareness and shared language of higher order thinking skills used when applying knowledge in problem solving and application tasks.
Continue daily mental maths practise.	Learners build confidence in their mental maths abilities, while also enhancing skills such as attention, concentration and memory skills through daily mental maths practise.	1 year	All staff	<ul style="list-style-type: none"> P3 learners engage with mental maths books at age-appropriate level. P1 and 2 and learners, and those working at similar stages, participate in short mental maths tasks throughout the week supported by an adult or through play based learning opportunities.
Inform parents of specific numeracy & mathematics targets through learning logs.	Pupils to reflect on learning by documenting achievements and identifying next steps in their learning logs, which inform parents throughout the year.	1 year	All staff	<ul style="list-style-type: none"> Weekly learning logs maintained.
<p>Evidence to support reduced bureaucracy/workload of teachers: Mental maths books purchased to reduce photocopying and teacher workload in sourcing age and stage appropriate material. ASG hot and cold assessments provided to assist in diagnostic assessments for each area of numeracy. Leckie textbooks acquired to support fluency tasks in line with current resources. Leckie problem solving books purchased</p>				



Priority 2

Summary of Priority: Raising attainment in Literacy

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels

- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:

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

NIF Drivers:

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

Children's Services Plan:

- P1: Overcoming challenges – disability, neurodiversity
- P2: Tackling child poverty
- P3: Improving CYP mental wellbeing
- P4: Strengthening family support
- P5: Improving CECYP outcomes

HGIOS?4 QIs:

- | | | |
|-----------------------------------------|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input checked="" type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | <input type="checkbox"/> 3.1 |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4 | <input 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 | |

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Promote 'Reading for Enjoyment' by partnering with local libraries and drawing inspiration from 'reading school' initiatives.	Foster a love for reading through exposure to a wide range of books, texts and genres.	2 year	MBW/LD	<ul style="list-style-type: none"> • An increased enthusiasm for a range of texts. • Greater awareness of different text styles. • Learner engagement in discussions. • Observations from learning walks. • Increased use of school/class libraries (including for home reading). • Enhanced school-wide excitement for reading.
Continue to develop and strengthen a consistent whole school approach to spelling to build on from the Phonics scheme with daily spelling practise embedded (based on highland literacy wrap around spelling)	Whole school consistency. Improved understanding of spelling morphology including root words, prefixes, suffixes, syllables, diacritical marking and word classes.	1 year	All staff	<ul style="list-style-type: none"> • Whole school consistency in the use of spelling scheme. • Almost all learners (P2 -7 / once learners have achieved appropriate phonological knowledge) show an increased awareness of root words, prefixes, suffixes, syllables, diacritical marking and word classes. • Spelling confidence improved in independent and explicitly taught writing sessions. • Jotters • Learning walks

				<ul style="list-style-type: none"> • Learners to share/explain (with teacher support where appropriate) daily spelling tasks with parents.
Spelling assessments to be completed annually to track progress and attainment. Ongoing assessments and teacher feedback.	Robust data to identify gaps and support learners	1 year	All staff	<ul style="list-style-type: none"> • Robust data to track attainment and progress. (Spelling ages tracked annually, weekly spelling check ins, writing/book scrutiny as part of moderation discussions to monitor impact of spelling sessions) • Spelling shed diagnostic quiz to be used to show gaps and adapt groupings/support as appropriate. • Daily practise for all pupils with additional support/scaffolding for learners showing gaps in spelling knowledge
Moray Writing Progression documents on Text Types used by the whole school.	Whole school consistency of expectations and language around text types.	2 year	All staff	<ul style="list-style-type: none"> • Learning walks. • Moderation and professional dialogue. • Work/book scrutiny • A sample of each text type completed throughout the session to be added to Learner Profile folders. • Children are familiar with the success criteria for their level of attainment. • Children to develop age-appropriate skills discussing successes and next steps clearly linked to the appropriately levelled success criteria.
<p>Evidence to support reduced bureaucracy/workload of teachers:</p> <p>Continuation of spelling shed subscription.</p> <p>Time allocated for key staff to develop reading for enjoyment activities.</p> <p>CPD opportunities signposted to staff.</p> <p>Time for moderation and assessment meetings reflected in the WTA</p> <p>Time for leadership roles reflected in WTA</p>				



Priority 3

Summary of Priority: To support the development of the skills needed for lifelong learners in an inclusive setting.

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> <input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <u>P1</u>: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u>: Tackling child poverty <input checked="" type="checkbox"/> <u>P3</u>: Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u>: Strengthening family support <input type="checkbox"/> <u>P5</u>: Improving CECYP outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 <input 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
To develop an understanding of skills progressions through play based, child led and outdoor learning opportunities. (Refer to Meta Skills documents where appropriate)	Learners begin to recognise and discuss the skills gained through play based and child led learning opportunities.	2 year	MR & JS	<ul style="list-style-type: none"> • Learners begin to articulate the skills used in their learning with support. • Learner conversations. • Learning walks/observations.
Develop learners' awareness of thinking levels and challenges by using various questioning techniques and higher order thinking skills.	Learners reflect on their learning, recognising successes and identifying next steps with supportive questioning. Learners become familiar with SOLO verbs to support them in understanding levels of higher order thinking.	2 year	MR & JS	<ul style="list-style-type: none"> • Learners begin to use SOLO verbs to describe their understanding and demonstrate higher order thinking skills. • In child led sessions (eg leading learning in P6/7) children begin to explore the use of SOLO verbs to demonstrate higher order thinking skills.

<p>To refer to the appropriate sections of the 'Power up your pedagogy' text for guidance on differentiation, questioning and feedback</p>	<p>Learners benefit from a range of questioning techniques. Learners to receive quality feedback and begin to develop peer feedback techniques with support (age appropriate)</p>	<p>2 year</p>	<p>All staff</p>	<ul style="list-style-type: none"> • With support learners begin to develop peer feedback skills. • Learner conversations. • Learning walks/observations.
<p>Enhance pupil voice and leadership opportunities, ensuring children understand these roles.</p>	<p>Learners build confidence in leading small group and whole class activities, and actively contribute to class and school discussions.</p>	<p>1 year</p>	<p>All staff</p>	<ul style="list-style-type: none"> • P6/7 playmaker continue to lead lunchtime activities. • Key pupils to develop leadership roles before school. • Clear communication about democracy in classes to help children develop their understanding of equity and equality. • Opportunities for pupil voice identified and implemented with learners.
<p>Evidence to support reduced bureaucracy/workload of teachers: P6,7 to be trained as play maker leads to run play maker sessions for younger pupils with the support of Amanda Walker Explore Meta skills training options for further development Time allocated for key staff to develop this area. Appropriate CPD opportunities signposted to staff. Time for leadership roles reflected in WTA</p>				



Priority 4

Summary of Priority: To support the development of the health and wellbeing in an inclusive setting.

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> <input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> P2: Tackling child poverty <input checked="" type="checkbox"/> P3: Improving CYP mental wellbeing <input type="checkbox"/> P4: Strengthening family support <input type="checkbox"/> P5: Improving CECYP outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input 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 checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
To raise awareness and further develop our understanding of inclusive classrooms using 'CIRCLE'.	Learners benefit from enhanced professional understanding of an inclusive classroom.	2 year	All staff	<ul style="list-style-type: none"> • CIRCLE inclusive classroom scale to be used to assess and reflect on classroom environments.
Continue to foster an inclusive school environment by enhancing awareness and empathy around emotions.	Learners continue to identify and discuss their emotions using zones of regulation language. Learners develop emotional regulation skills through age-appropriate co-regulation and self-regulation strategies taught in classes.	1 year	All staff Key staff – MR, LD	<ul style="list-style-type: none"> • Revisit zones of regulation with classes. • Classroom displays showcase age-appropriate emotional regulation strategies. • Key staff to apply emotions coaching training to support specific learners
To raise awareness of UNCRC and continue to embed school values across the school.	Learners to continue to develop awareness and understanding of UNCRC and school values throughout school life.	1 year	All staff	<ul style="list-style-type: none"> • Class charters to reflect UNCRC and school values.

Evidence to support reduced bureaucracy/workload of teachers:

Time allocated for key staff to develop this area.

Appropriate CPD opportunities signposted to staff.

Time for leadership roles reflected in WTA



School Context and Overview

'Nurturing aspiration for learning, relationships and life'
Responsibility – Inclusion – Values – Empathy – 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 is a small rural, nondenominational Primary school with a strong nurturing, and family-like atmosphere. The well-being of students is central to their learning experiences. The school fosters a supportive and inclusive environment where every pupil is welcomed warmly.

The school provides an educational service to children from P1-P7 with a current roll of 51 pupils, across three multi-composite classes, P1/2/3, P4/5 and P6/7. The school has an acting head teacher, 1 principal teacher in P4/5, 1 full time class teacher in P1/2/3 and 2 part time teachers in P6/7 (0.8 FTE and 0.2 FTE). NCCT time is covered by the Head teacher and 1 teacher (0.2FTE and 0.2 FTE). We also have an SFL teacher (0.4FTE). 3 members of support staff assist in classes and with individuals or small groups, in collaboration with class and SFL teachers.

All pupils in the school are in SIMD 5 or 6 with 4% in receipt of free school meals. There are currently 37% of pupils with Additional Support needs. Geographically Rothiemay is set in a rural location with limited access to services and longer travel times, lack of public transport, recent discontinuation of mobile library services and reported issues with rural internet connectivity among our families.

The school is well resourced with many new resources purchased in the last few years to ensure literacy and numeracy is kept up to date. A majority of pupils have good attendance and are enthusiastic about the school and its nurturing, supportive ethos.

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. We work closely with active schools and our ASG schools to ensure a range of opportunities are available to all our learners.

Priority 1

Raising Attainment in Numeracy

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input 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

Progress and Impact

The majority of learners at Rothiemay Primary School can articulate their successes and next steps, demonstrating increased awareness of their attainment and achievement. Whole school participation in ASG numeracy strategies alongside diagnostic assessments has led to greater professional pedagogy and a significant improvement in combined P1,4,7 combined ACEL Data for Numeracy from 52% in 22/23 to 66% in 23/24. This progress is supported by evidence from learning visits, jotter snapshots and the completion of a comprehensive tracking spreadsheet. Regular updates in weekly learning logs and the use of mental maths books have further enhanced learner engagement and consistency in practice. Additionally, professional dialogues during termly progress meetings have strengthened teacher confidence in their professional judgement.

Next Steps

- To maintain and regularly update assessment practices, ensuring data analysis and triangulation of evidence is used to support fluid groupings and highlight the needs of individual learners in a timely manner.
- Engage learners in reflective practices and continue to develop quality feedback to reinforce understanding of achievements.
- Continued use of learning logs encouraging parental feedback to enhance communication and support between home and school.
- Continue to use and develop mental maths skills and daily practise to support learners recall and consolidate learning through recapping and revisiting.

Priority 2

Summary of Priority: To improve the quality and consistency of Learning, teaching and assessment.

**Key links to
Moray Education
Priority Area(s):**

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" 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

Progress and Impact

Almost all pupils at Rothiemay Primary can discuss learning intentions and success criteria, using these to guide their understanding of success and next steps. Both pupils and teachers refer to these criteria, supporting professional dialogue and reflective learning. Evidence from jotters and learning walks shows age appropriate co-construction of learning intentions and success criteria in some classes. Teachers are developing their use of questioning to explore higher order thinking. Professional dialogue, shared expertise and peer learning visits with a focus on success and reflections has led to an increase in the consistent use of learning vocabulary across classes.

Next Steps

- Continue to embed the use of learning intentions and success criteria, ensuring that they are co-constructed age appropriately across all classes.
- Ongoing professional development to support the use of questioning techniques and strategies that promote higher order thinking skills.
- Maintain consistent use learning vocabulary and further develop triangulation and jotter scrutinies to monitor and support progress.

Priority 3

Summary of Priority: Raising attainment in Literacy

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input 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

Progress and Impact

The implementation of a spelling scheme at Rothiemay Primary school has increased learner confidence in exploring new spelling patterns. Robust data tracking, including annual spelling age assessments, weekly check ins and writing/book scrutiny, has facilitated monitoring of attainment and progress. As a result almost all learners can discuss daily spelling tasks such as word classes, prefixes and suffixes, indicating a growing understanding of key spelling concepts.

Next Steps

- Continue to embed daily spelling tasks to further deepen learner understanding of key spelling concepts, with additional scaffolding provided for learners needing additional support.
- Maintain tracking systems through assessments and jotter scrutiny to ensure individual learner needs are met in a timely manner.
- Ongoing reflective professional dialogue, learning walks and jotter reviews will support the drive for a consistent approach and the refining of teaching approaches to best meet the needs of all learners.

Priority 4

Summary of Priority To develop learning through play, outdoor learning and child led opportunities.

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children’s Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people’s health and wellbeing <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input 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 checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3

Progress and Impact

Most P1,2,3 pupils are developing their ability to discuss their learning, challenges, and next steps within a play based learning framework, with appropriate support. This progress is evident during learning walks, where pupils are increasingly able to articulate their learning experiences.

Additionally all pupils across the whole school have engaged in outdoor learning opportunities and can discuss learning intentions and success criteria in this context. Guidance on forest school style learning sessions benefitted P4/5, while P6/7 creatively integrated various subjects into the outdoors, such as learning equivalent fractions using saws and wood. During leading learning sessions, P6/7’s showed empathy and understanding towards their peers, demonstrating pupil voice and providing scaffolding support. They planned learning opportunities, organised resources and showed significant progress in speaking and listening skills as leaders of learning.

Next Steps

- Continue to enhance outdoor learning opportunities, ensuring they are integrated across the curriculum.
- Conduct learning walks and peer observations to monitor progress and adapt strategies as necessary.
- Continue to provide structure and scaffolding to support pupils when articulating their learning, challenges and next steps.