



Botriphnie Primary School Handbook

Date of issue: 15th December 2023

Moray Council

Education, Communities & Organisational Development



	Page
INTRODUCTION	2
VISION, VALUES AND AIMS	3
EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT	4
SCHOOL INFORMATION	5
ASSESSMENT & REPORTING	10
HEALTH & WELLBEING	12
PARENTAL INVOLVEMENT	14
TRANSITION	15
CURRICULUM	17
LEARNING & TEACHING	21
SUPPORT FOR LEARNERS	22

APPENDICES

- **Holiday dates**
- **Zone map**
- **Child Protection / GIRFEC**
- **Privacy Statement and Data Protection**
- **Standards and Quality Report**
- **School Improvement Plan**
- **Contact information**

For alternative formats, languages or further information, please ask an English speaking friend or relative to:

Phone: 01343 563319

Email: equalopportunities@moray.gov.uk

Write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX

INTRODUCTION

Welcome to our school in Drummuir, where we believe that positive partnerships, based on open, friendly relationships between parents and staff is very important in children's education.



The purpose of this handbook is to provide you with helpful information about our school.

If having read the handbook you are still unsure of something, or if you wish to make a comment, please feel free to contact the head teacher or administrator. The document is constantly updated and your point may be very relevant for inclusion in the future.

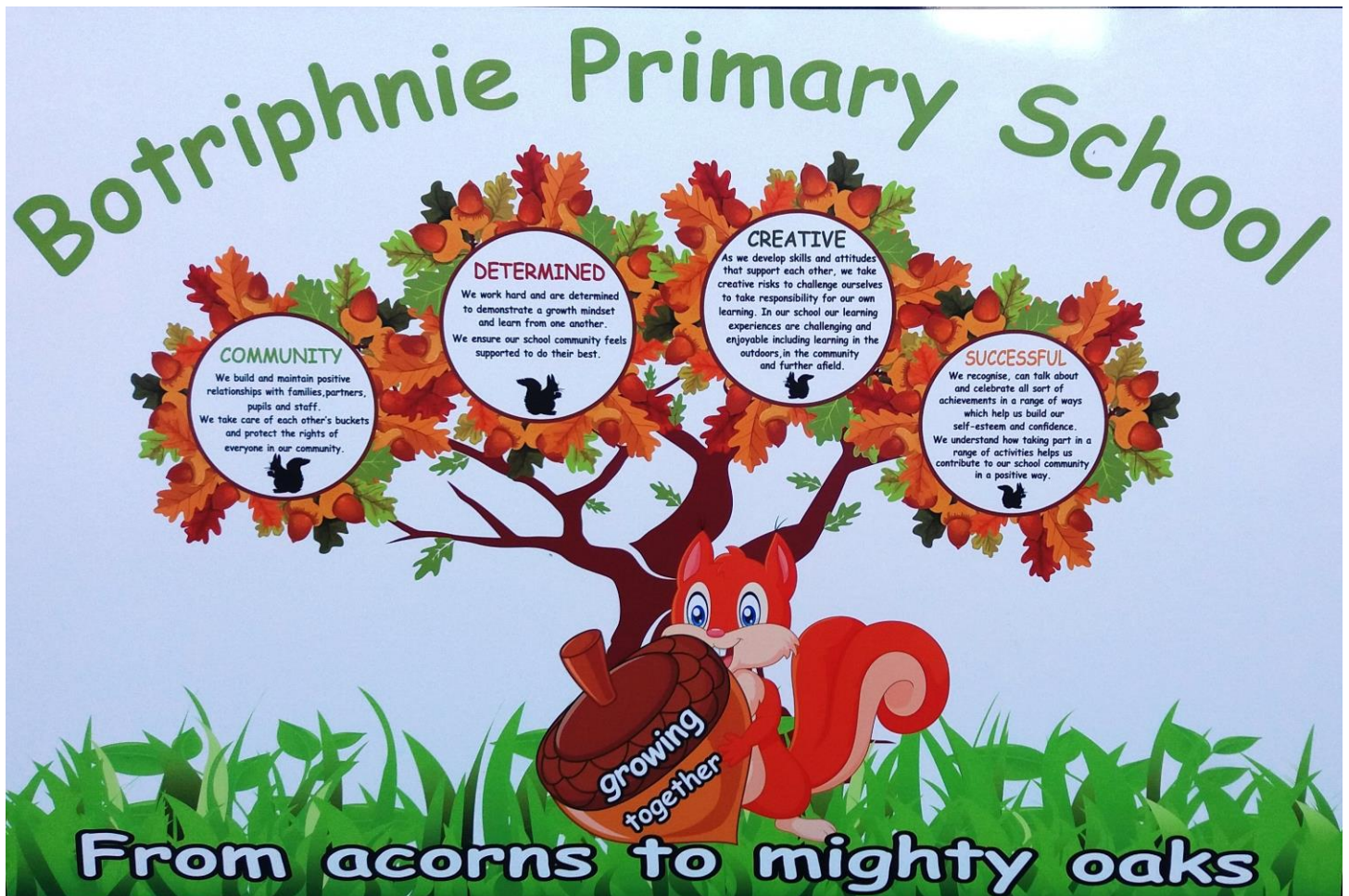
Botriphnie Primary School is non-denominational and has been in existence since 1875. The school was upgraded in 2000 and all accommodation is contained within the original Victorian building. The school has large, attractive teaching areas and is resourced to a high standard, especially in ICT.

The school shares a Head Teacher with Newmill Primary School and is a one-teacher school with children from P1-7.

SCHOOL PARTICULARS

Name of school	Botriphnie Primary School
Address	Drummuir, Keith, AB55 5JF
Telephone number	01542 810207
School Website	https://blogs.glowscotland.org.uk/my/botriphnieprimaryschool/
E mail	admin.botriphniep@moray-edunet.gov.uk
Council Website	www.moray.gov.uk
Emergency out-of-hours number	03457 565656
Head teacher	Miss Rachael Smith
Present School Roll	18
Stages taught	P1 -7
Education, Communities & Organisational Development	01343 563374

BOTRIPHNIIE VISION, VALUES AND AIMS



Botriphnie Primary School growing together 'from acorns to mighty oaks' to be...

a **COMMUNITY**- We build and maintain positive relationships with families, partners, pupils and staff. We take care of each other's buckets and protect the rights of everyone in our community.

DETERMINED- We work hard and are determined to demonstrate a growth mindset and learn from one another. We ensure our school community feels supported to do their best.

CREATIVE- As we develop skills and attitudes that support each other, we take creative risks to challenge ourselves to take responsibility for our own learning. In our school, our learning experiences are challenging and enjoyable, including learning in the outdoors, in the community and further afield.

SUCCESSFUL- We recognise, can talk about and celebrate all sorts of achievements in a range of ways which help us build our self-esteem and confidence. We understand how taking part in a range of activities helps us contribute in a positive way to our school community.

In 2018 Botriphnie Primary School revisited our vision, values and aims, with our children at the centre of this process. Our vision and values are at the heart of our curriculum design and through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.

EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT

Education, Communities & Organisational Development is a single, integrated department which brings together Education; Social Work support for Children and Families; Community Care services for adults; and Lifelong Learning, Culture and Sports.

Our Aims-

- Ensuring people's outcomes remain at the heart of what we do, ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self-evaluation and continuous improvement

Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education, Communities & Organisational Development, or the Moray Council website www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

SCHOOL INFORMATION

ACCIDENTS AT SCHOOL

If your child has an accident at school, it may be necessary to take him/her to the doctor or hospital. In such cases, every effort will be made to contact you. Accident report sheets will be sent home if appropriate.

ALLERGIES

When enrolling a child in school, it is important that any allergies they have, are brought to the attention of the head teacher or administrator. In addition, if a child develops an allergy once they have started school, the school should be informed. If your child suffers from a severe nut allergy, school meals may not be provided. If the nut allergy is mild to moderate then you will be asked to sign a school meal consent form.

ASSEMBLIES, RELIGIOUS OBSERVANCE AND CHURCH VISITS

There are regular whole school assemblies. On occasion, the whole school visits the beautiful little parish church. Parents have the right to withdraw their children from religious observance and education, after discussion with the head teacher.

BOOKCLUB

Children have the opportunity to purchase books from the Scholastic Book Club. There is no obligation but the school does receive commission and this allows books to be bought for the school library.

CHARITIES

Children and staff at Botriphnie engage in a variety of fund raising events throughout the year and are very successful for such a small school. This year we were involved in Christmas Jumper Day in conjunction with Save the Children.

ECO SCHOOLS

Children and staff are encouraged to think green. We have earned our bronze award. The children care for their environment and have opportunities to be active citizens in their community. We planted trees in the community woodland area as part of the 'Queen's Green Canopy' initiative. Our planters are planted up throughout the seasons. There is a clothing bank, which provides a regular income.

EMERGENCY PHONE NUMBERS

There may be situations when we need to contact you so the school will request an address or phone number where a friend or relation can be contacted should you be unavailable at the time. It is important to keep the school informed of any change in emergency contact.

FIRE DRILL

Staff and pupils are familiar with fire drill procedures and practices held at regular intervals.

FORMATION OF CLASSES

The children are taught in one composite class P1 - 7 in one classroom. Small groups are withdrawn to work in the 'Adventure Room' with support staff. Within the class, children work with children of a similar ability and all benefit from the small teacher pupil ratio.

HEALTH AND WELFARE

There is a programme for health care within the schools in Moray and throughout your child's primary schooling; they will be given a health check and screen.

In the event of any health problems, the school can call upon the services of the **Health Visitor** or the **School Nurse**.

The **School Dentist** visits the school annually to carry out dental inspections and offer treatment. You are of course free to consult your own dentist privately, whenever you consider it necessary.

The services of a **Speech Therapist** are available to the school and you or the head teacher may request such help if it is felt your child has a speech problem.

HOMEWORK

All pupils will receive homework appropriate to their stage and needs. Your support to complete is appreciated. The focus of home learning tasks will generally be spelling, reading and numeracy.

Homework should never be more than they can cope with. If your child struggles with the work and becomes distressed leave it and pop a note in the homework or reflection jotter.

Our blog is full of resources and videos to support home learning.

<https://blogs.glowscotland.org.uk/my/botriphnieprimaryschool/latest-news/support/>

INFECTIOUS CONDITIONS

Very occasionally, we have head lice in the school. Should this happen, please inform the school and keep your child at home until treatment has been carried out.

Children with sickness and diarrhoea should be clear of this for 48 hours before returning to the school.

INSTRUMENTAL TUITION

If your child is musical and wishes to play an instrument there may be an opportunity for them to do so. This is usually available from P4 upwards. At present children in P5 receive a year's tuition in recorder from Mr Friday, on a weekly basis, and those who wish to carry on form a P6/7 senior group.

LOST PROPERTY

It is a great help if you label or name items of clothing and footwear.

MEDICINES IN SCHOOLS

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

Please request a form if you wish your child to carry medicine in school or if you require a member of staff to administer it.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner/pharmacist.

Painkillers such as aspirin and paracetamol fall into this category and will therefore not be administered on pupil request.

PARENTAL CONCERNS

There will be occasions when you are concerned about your child's welfare. If you have any worries or concerns please do not hesitate to contact the head teacher who will work with you, to ensure your child is happy and confident in their learning at Botriphnie Primary School.

PLAYGROUND INFORMATION

The children have plenty of games to keep them active in the playground and they are well supervised by our Playground Supervisor, Mrs Emmy McWilliam. The children play well together. Children are encouraged to dispose of any litter carefully.



POSITIVE BEHAVIOUR/SANCTIONS

The philosophy at Botriphnie is one of positive behaviour. Pupils are credited and praised for their effort and attitude and pupils respond well to this. However if a child does ignore our school values then the following steps will be taken.

- A discussion to see if the child himself/herself is aware of the concern and why it is important that this will not happen again.
- Time to think and reflect
- Restorative Conversation-involving all parties
- Contact with parents usually via phone and an invitation to discuss ways in which we can work together to support wellbeing.
- In extreme cases the pupil would be excluded in accordance with Moray's policy.
- Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education, Communities & Organisational Development, and the Police may also be involved.

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education, Communities & Organisational Development, and the Police may also be involved.

PRE SCHOOL PLAYGROUP

If there are sufficient numbers an under-fives group meets in the Village Hall on a Thursday afternoon. Please contact the school for more information.

PUPIL USE OF EMAIL AND THE INTERNET

Moray school networks are provided for pupils to do school-related work, including research and communication with others. For internet access, parental permission is required. This is asked for on the enrolment forms and annual update form.

Some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive. Our computer network has a sophisticated Internet filtering system called Smoothwall. Smoothwall can also provide reports of the sites accessed by individuals.

Whilst our aim for Internet use is to further educational goals and objectives, pupils may find ways to access other materials as well. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Parents/Carers of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. During school, teachers will guide pupils toward appropriate materials. However, not all Internet access is supervised, and filtering systems do not offer 100% protection, accordingly there is the need for an element of personal responsibility.

RESPONSIBLE CITIZENS

Pupils, staff, parents and partners of the school community are involved in developing school buildings and grounds to improve learning experiences for children and support learner, staff and community wellbeing. We celebrate achievements during assemblies, via newsletters and award certificates. Children also have opportunities to celebrate wider achievements. We celebrate and display successes within school.



SCHOOL BUS AND TRANSPORT ENTITLEMENT

The school bus arrives at about 08.35. The bus leaves at 3pm. Mrs Lawrence will supervise in the playground from 8.35 am.

It is very important that the children who travel by bus behave on the bus. The bus driver is in charge and the head teacher frequently checks with the driver to ensure that the children are responsible.

All primary children who live more than two miles from their school are entitled to free transport if they attend their local school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate.

Seats may be available on the school bus for pupils who live less than two miles from the school or live out of the school zone. There is a charge for this service – please contact the school for more information.

SCHOOL ENTRANCES

All children should enter by the small school gate. The bus stops just by the gate. The route into the playground is separated from the car park by railings to ensure the children's safety. The car park door is open in the mornings but is locked once the children are inside. Latecomers should come to the main entrance and ring the bell. Visitors should report to the main entrance, which is further along the pavement and signposted.

SCHOOL HOURS

P1-7	08.50-12.15	13.10-15.00
Morning Interval	10.30-10.45	

SCHOOL MEALS & FREE SCHOOL MEALS

All schools in Moray provide a wide range of healthy food in their menus. There are choices each day, one of which is a vegetarian meal. School meals are brought up each day from Keith Primary School canteen. A four-week menu of choices is made available to parents and each day the choices are sent into the kitchen at Keith Primary School.

Meals can be paid for online via the Council's Ipay system, where you can also keep track of what your child is ordering for their lunch.

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

The current cost of a school meal for P6 and P7 children is £2.30. If you choose to pay by cheque it should be made payable to "Moray Council".

From January 2022 all children in P1- P5 have received free school meals under a Scottish Government scheme. You can also claim free school meals for older children if

you are receiving certain benefits - please ask for details from our administrator, Mrs Stewart.

SCHOOL UNIFORM & CLOTHING GRANTS

The school has a jade coloured sweatshirt or cardigan with the school acorn logo embroidered on it and this can be worn with suitable black, grey or navy trousers or skirts. Children can also wear white or black polo shirts. Items can be ordered through Ipay. A PE kit will also be required for PE days. It is a good idea to have some form of protective clothing for art lessons. An overall or old shirt or T-shirt will do.

SCHOOL ZONE

The school is designated by the authority as the one to serve the children living within the village of Drummuir and the surrounding area.

Please see the zone map in appendices.

SEVERE WEATHER CONDITIONS

Snow can be a problem in the winter and also flooding in recent years. In bad weather the bus company usually makes the decision not to send the buses out and informs the head teacher. If the school is to be closed the head teacher will post the information onto The Moray Council website. A message will also be left on the school information line. (Phone number 0870 054 9999, Pin number 031130). Calls to this number will be charged - a 2p per minute service charge plus your call provider's access charge. Even if the school is open, parents of children who live off the main roads make a decision around whether attendance is safe. Please contact the school if you do decide to keep your child at home.

Deteriorating weather conditions may result in children being sent home early. If this is the case you will be contacted to ensure that your child is met. If a bus is stranded your child should remain on the bus until accompanied home by an adult.

Email Alerts Message This will only be received by those who have registered at mygovscot <https://online.moray.gov.uk/site/wss/home> and chosen Botriphnie Primary School as services about which they wish to receive alerts.

SNACKS

The school is a Health Promoting School. Please think carefully about what you give your child for a snack. The children are regularly involved in learning about which foods are healthy and any support you can give in encouraging children to eat healthily is always appreciated.

STAFFING

Miss Rachael Smith	Head Teacher
Mrs Stacey Chalmers	Principal Teacher P1-7
Ms Marian Stuart	Support for Learning Teacher
Mrs Elaine Henderson	Physical Education
Mr Edward Friday	Recorder Instructor
Mrs Mary Stewart	Primary School Administrator
Mrs Gail Lawrence	Classroom Assistant / Pupil Support Assistant
Mrs Lucy McGregor	Pupil Support Assistant
Mrs Emmy McWilliam	Playground/Lunchtime Supervisor, Pupil Support Assistant
Miss Nicola Smith	Canteen assistant
Mrs Tracey Smith	Cleaner
Mr Ed McMann	Janitorial Services

ASSESSMENT AND REPORTING

ASSESSMENT IS FOR LEARNING

Assessment is for learning is used in all schools in Moray, and at Botriphnie. As a staff we believe that formative assessment makes a difference and children have a clear understanding of what they need to do in order to improve and make progress.

CURRICULUM FOR EXCELLENCE LEVELS

There are three levels within the primary school. They are Early, First and Second. There is no fixed age or stage for completing the levels but they are roughly Early-P1, First P2-P4 and Second P5-P7. Some children coming into P1 may already be working within aspects of first level, likewise some P7 children may have moved onto third level. Children should be secure within the levels and opportunities are provided for deeper learning within the levels.

SNSA TESTING

In August 2017 Scottish Government introduced the SNSA, a single, nationally developed set of standardised assessments for aspects of literacy and numeracy, designed to align with the way we deliver education in Scotland through Curriculum for Excellence.

How many assessments do children and young people take in a school session?

- P1 children take two SNSA assessments: one in literacy and one in numeracy.
- P4 children take three SNSA assessments: one in reading, one in writing and one in numeracy.
- P7 children take three SNSA assessments: one in reading, one in writing and one in numeracy.
- S3 young people take three SNSA assessments: one in reading, one in writing and one in numeracy.

What does this mean for your child?

Children do not have to revise or prepare for assessments. The assessments are used as part of routine teaching and learning to help teachers understand how well your child is progressing and to plan next steps.

The assessments are adaptive, which means that if a child is experiencing difficulty, the questions will get easier, and if a child is doing well, the questions will become more challenging. In this way, the assessments establish children's capacity without them having to face questions that are too easy or too hard for them to answer. There is no pass or fail.

The assessments are as short as possible and are age and stage appropriate. There is no time limit. This is to ensure children do not feel unnecessary time pressure when undertaking the assessments. The majority of P1 learners will complete each assessment in less than 30 minutes, while on average P4/P7/S3 learners complete within 40 minutes. Your child will not take assessments covering reading, writing, and numeracy in one sitting.

PUPIL PROFILES

All children have 'Pathway Folders'. Children work together with their teachers to gather evidence about their progress in learning across the curriculum and identify next steps. The children take ownership of their profiles and the information contained in them shows strengths, and areas the children would like to improve. They also highlight successes, achievements, both in and out of school, and areas of responsibility.

REPORTING TO PARENTS

Reporting on pupil progress is very important to us and the introduction of reflection jotters supports our agenda for school improvement. Reflection jotters will keep you informed about your child's progress throughout the year and will be shared on a weekly basis.

In our school development plan this session, we identified that we want our children to:

- develop as lifelong learners through frequent opportunities to assess their own progress, make adjustments to their understanding and take control of their learning.
- become clearer in their knowledge and understanding of how they are progressing, developing and achieving.
- Identify targets and achievements and be able to tell the story of their learning journey.

We will send them home with children on a Friday and would ask that you make sure they come back into school in bags on a Monday morning. It is important to take time to sit with your child and talk about the learning story the jotter tells. Your feedback is the most important to them, so please take time to write a comment. We are all thinking carefully about our feedback to help children develop a growth mind-set and realise that they can improve through effort and acting on feedback.

You may want to include:

- What you are proud of, how you can support them with things they find tricky.
- Learning they have shared at home(French words, songs, science experiments, music, etc. anything that interests them)
- Areas of personal achievement (swimming lessons, sport clubs, reading for enjoyment at home, helping around the house, or perhaps even the way your child organises himself/herself and their belongings... skills for life)

Children and staff will work together to capture the main points to describe progress made and next steps.

Ongoing reporting arrangements include a variety of events such as:

- Settling in Interviews
- Snapshot Jotters
- Pupil Led Conferences
- Continues reporting via reflection jotters.

TRACKING

Botriphnie Primary School to use a Progress and Achievement on Seemis to track Curriculum for Excellence levels with the Broad General Education. We have tracking points in November, January and May.

HEALTH AND WELLBEING

At Botriphnie Primary School we place the UN Convention on the Rights of the Child (CRC) at the heart of our ethos and curriculum.

At Botriphnie Primary we look to nurture in our children a growth mindset, supporting them to develop positive attitudes to work, achievement, self-esteem and the wider world. We want to ensure that our pupils have an understanding of themselves as learners, with the ability to reflect on their learning and the wider significance of the knowledge and skills they are acquiring. We aspire to develop a school community which relates to, respects, and is actively engaged with the immediate environment, the wider community and the world beyond. We want to develop in our learners that lifelong passion for learning, as we equip our children with the values, knowledge, attitudes, capabilities and skills for life and work in our globalised 21st century.



We embed health and wellbeing using wellbeing indicators as our way of being. Children have the language to express how they are feeling and feel safe and supported to do so. Each class has a wall display as a visual reminder to refer to and discuss health and wellbeing education using the eight wellbeing indicators. We enjoy a culture and ethos of bucket filling ensures children's happiness and work hard to ensure our children feel and know they belong and are valued at school. We develop a growth mindset in Botriphnie

Primary School through our use of praise and encouragement; mistakes are used as a learning opportunity.

Parents are keen to support our 'bucket filling' ethos and report that children benefit from the 'family feel' the school provides. Relationships between staff and pupils are supportive and nurturing. All families are working together with the Parent Council to extend this by providing opportunities to spend time together out with the school day, for example through organising Halloween and Christmas Parties.

BULLYING

The school has the following written statement on bullying which forms part of our Promoting Positive Behaviour Policy:

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

Bullying can be defined as the unjustified, prolonged display of aggressive physical, verbal, emotional/psychological, prejudice-based or cyber behaviour on the part of one individual or group toward another.

“Bullying is both behaviour and impact. The impact is on a person’s capacity to feel in control of themselves... Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.” – Respect for All, 2017

Procedures

- Victims of bullying, onlookers or parents should report incidents to a member of staff. This can be done in complete confidence.
- All reports of bullying will be investigated in line with Bottriphnie Primary School’s Bullying policy.

RESTORATIVE APPROACHES

- A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.
- Restorative approaches enable those who have been harmed/hurt to convey the impact of the harm/hurt to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.
- When there is conflict or there are problems in school between children or between children and adults, a restorative approach has been shown to be more effective than simply giving a punishment. Research shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors.
- Children who have shown inappropriate behaviour or who have fallen out with someone will be encouraged to take responsibility for their actions and to think how they can improve their behaviour in the future.

This allows the school to:

- help children who have been upset by ensuring all involved have the opportunity to put right the upset they have caused.
- help children showing inappropriate behaviour to reflect, make amends and take responsibility for the way they have behaved.

PARENTAL INVOLVEMENT

ATTENDANCE

Pupils taking time off school to accompany their parents on holiday is not a legal right in Scotland. Unless there are exceptional circumstances e.g. family illness, then holidays taken during term time will be recorded as unauthorised. 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.

What you must do if your child is going to be absent from school due to illness or appointments.

1. If your child is not able to attend school, you should contact the school by 8.50am, preferably by telephone **(01542 810207)** and advise us of the reason for the absence and the likely date of return to school. You may of course send another member of the family to school with a note giving details of the absence.
2. We will check the attendance register daily at the beginning of the morning and afternoon sessions.
3. If your child is found to be absent and we have not been advised by you of their absence, then we will contact you by telephone to alert you of this.
4. If we cannot immediately make contact with you then we will contact the person you have named as your family emergency contact.
5. Lateness will also be recorded in the register.
6. Absences can also be advised by using the Parent Portal.

HELPERS IN SCHOOL

Parents and visitors are always welcome in school. All volunteers must hold a Disclosure Scotland PVG certificate. Please let us know if you would like to volunteer and we will direct you to the Disclosure Scotland online form.

LIAISON WITH PARENTS

Staff are always willing to meet and discuss any worries you may have regarding your child's education and happiness at school.

If you have serious concerns about your child you should contact the school straight away. If the concern is less urgent please contact the school before 08.50 or after 15.00.

In the event of an emergency please contact the school immediately.

NOTES FOR PARENTS AND CARERS

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

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

This booklet is also available in other languages.

PARENT COUNCIL

All parents are members of the Parent Forum.

The Parent Council supports the school well in fundraising and providing social events such as Beetle Drives and Coffee Mornings.

Office Bearers: Chair –Melissa Irvine , Secretary –Karlyn Wilson, Treasurer – Fiona Gordon-Duff.

SCHOOL NEWSLETTER

The monthly Botriphnie Blether keeps parents and friends of the school up to date with school activities. It is available on the school website:

<https://blogs.glowscotland.org.uk/my/botriphnieprimaryschool/>

WET AND WINTRY WEATHER

On cold days children should come to school with a cosy winter jacket and hats, gloves and scarves. Wellington boots and warm socks are highly recommended at Botriphnie School as we experience some pretty awful weather even in the summer! Many children also have to walk up muddy farm roads so it is a very practical form of footwear. In wet and wintry weather children should have some dry socks with them and dry footwear to change into. Once snow falls it can lie in the playground for a very long time.

TRANSITION

ASSOCIATED SCHOOL GROUP (ASG)

There are currently forty-four primary schools in Moray, which feed into eight secondary schools. Botriphnie is a feeder school of Keith Grammar School along with Keith, Newmill, Rothiemay and St Thomas.

This group is made up of the head teachers from each school who meet regularly in order to liaise and work together to implement our national Curriculum for Excellence.

It also creates a better understanding of the work done in primary and secondary and provides a platform for discussion on current educational matters.

ENROLMENT AND INDUCTION - Information for new enrolments

Children who will be five years old by the last day of February may be enrolled for the following August intake. Parents of children who are not five until after the August intake date may defer entry until the following year. Parents should visit the Moray Council website where they will find information on how to complete an on-line enrolment. Their new teacher will visit the new entrants in their nursery school and in June the children will visit us at Botriphnie Primary School.

The class teacher is Mrs Chalmers. All staff are able to contribute when planning learning experiences to engage and motivate learners.

P1 Induction-We will make contact with parents in April to organise transition arrangements for the Summer Term. Transition from pre-school usually involves teachers from Botriphnie visiting children in their pre-school setting before arranging visits to Botriphnie.

SECONDARY SCHOOL TRANSITION

The zoned secondary school for Botriphnie pupils is Keith Grammar School. Transition has looked very different over the past couple of years with a move towards virtual transition.

Children and parents are actively engaged in transition arrangements. As a result of parental feedback via Parent Council Meeting, we have improved processes to involve parents, children and partners to ensure effective transitions for all learners. Botriphnie Primary School is working with 'The Loft Youth Project' to ensure social and emotional needs are addressed. As a result, P7 children have the opportunity to attend small school ASG sessions on a fortnightly basis in Keith. Children have had the opportunity to share concerns and discuss transition to Keith Grammar at these sessions.

Children who have been identified as being anxious about the transition to S1 are given an extended induction.

The head teacher of Keith Grammar School is Mr Alan Bruce
Any questions regarding pupil transfer to KGS should be made to -
Mr Alan Bruce-**Telephone number: 01542 882461**

When children leave Botriphnie Primary their school records will be passed on to their new primary or secondary school once they have enrolled.

Should you wish your child to attend a secondary school, other than the one they are zoned for, you should complete a placing request form.

CURRICULUM

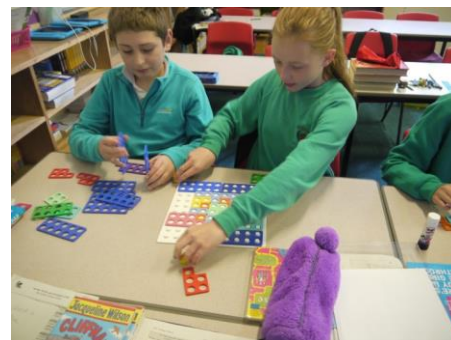
Our Curriculum

Our curriculum has a clear vision and rationale shaped by the shared vision of the school and its community.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a well organised, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the complete range of experiences which are planned for children and young people throughout their education, wherever they are being educated.

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.



The knowledge, skills and attributes learners will develop will allow them to become:

- Successful learners
- Responsible citizens
- Confident individuals
- Effective contributors

The curriculum ensures that children and young people are provided with continuous opportunities to develop skills for learning, skills for life and skills for work.

Children at Botriphnie Primary will receive a broad general education building on earlier experiences which will continue up to the end of S3 in secondary schools. This will include well-planned experiences and outcomes across all the curriculum areas from 3-15, including understanding the world, Scotland's place in it, and the environment.

The curriculum should be designed on the basis of the following principles:

- | | | | |
|-------------------------------------|--------------------|----------------------|----------------|
| ✓ Challenge and enjoyment | ✓ Breadth | ✓ Progression | ✓ Depth |
| ✓ Personalisation and choice | ✓ Coherence | ✓ Relevance | |

Everything we do at Botriphnie is grounded in ensuring all pupils access their right to a good quality education with a relentless focus on wellbeing entitlements. At Botriphnie we aim to do the best for every child in our care and we also recognise strengths and talents and encourage children to develop these and reach their full potential.

Our overarching aim is to cultivate self –directed learners who are able to talk enthusiastically about their learning and wellbeing, including the skills, knowledge and attitudes they have and are developing. We encourage learners to co-construct/take ownership of their learning and collaborate at every stage of their education to participate in motivational learning experiences that have meaning for them as individuals, their community and the world.

Botriphnie Learning Pit #HOW WE LEARN

At Botriphnie our shared vision underpins our culture of ambitious self-belief.

What did we do?

Children's engagement with a leadership of their learning has been a focus in our school improvement journey. As a result, our pupils have designed Botriphnie Mindset Ninjas to remind us all of the important qualities we aim to demonstrate in our journey *'from acorns to mighty oaks'*.

Why did we do this?

We want everyone in our school community to understand getting stuck or making a mistake is a good thing. There has been a huge focus over the past few years on developing a growth mindset culture. Our next steps in continuing to promote and sustain this was to



have a measure. We wanted our children to articulate the learning qualities they demonstrate. Botriphnie Mindset Ninjas are there to remind us of the mindset and qualities we need to help pull ourselves through the learning pit each day, to embrace challenge and articulate our progress and next steps.

Our curriculum #WHAT WE LEARN

Our most powerful tool, supporting and promoting the language of learning is 'the wall'. We set about making mindset an explicit part of our curriculum rationale via Botriphnie Mindset Ninjas. The wall is a visual which helps all children understand the curriculum on offer. Our vision and values are at the heart of our curriculum. The foundations are our rights and wellbeing entitlements. The eight wiggly worms are our different curricular areas helping us grow skills for life.



There are eight curriculum areas in our Curriculum for Excellence and the following areas will give you an insight into what Scottish school children will be learning during their time in primary and S1-S3.

<p>Expressive Arts</p> <ul style="list-style-type: none"> • Participation in performances and presentations • Art and design • Dance • Drama • Music 	<p>Religious and Moral Education</p> <ul style="list-style-type: none"> • Christianity • World religions selected for study • Development of beliefs and values • Religious education in Roman Catholic schools
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Mental, emotional, social and physical wellbeing • Planning for choices and change • Physical education, physical activity and sport • Food and health • Substance misuse • Relationships, sexual health and parenthood 	<p>Sciences</p> <ul style="list-style-type: none"> • Planet earth • Forces, electricity and waves • Biological systems • Materials • Topical Science
<p>Languages</p> <ul style="list-style-type: none"> • Classical languages • Gaelic • Literacy and English • Modern languages 	<p>Social Studies</p> <ul style="list-style-type: none"> • People, past events and societies • People, place and environment • People, society economy and business
<p>Mathematics</p> <ul style="list-style-type: none"> • Number, money and measure • Shape, position and movement • Information handling 	<p>Technologies</p> <ul style="list-style-type: none"> • Technological developments in society • ICT to enhance learning • Business context for developing technological skills and knowledge • Computing science contexts for developing technological skills and knowledge • Food and textiles contexts for developing technological skills and knowledge • Craft design, engineering and graphics

If you wish more information about Curriculum for Excellence you will find all the information you need at Education Scotland website.

OUTDOOR LEARNING



We are indeed blessed at Botriphnie to have a local environment, idyllic for the continued development of outdoor learning to permeate our curriculum in as creative and innovative ways as possible. The procurement of additional outdoor resources, coupled with professional input from Earthtime, has enabled us to provide thought-provoking and innovative experiences for our learners, at Botriphnie Primary School, recognising the importance of developing our children “as moral, social and ethical human beings.”



We aim to make the most of local knowledge and expertise to plan motivating, relevant learning experiences for our children.

We aim to provide opportunities for our young people to be active citizens and to engage in learning that is relevant to their lives now and in the future.

We make the most of our local context and enjoy strong partnerships with community groups.



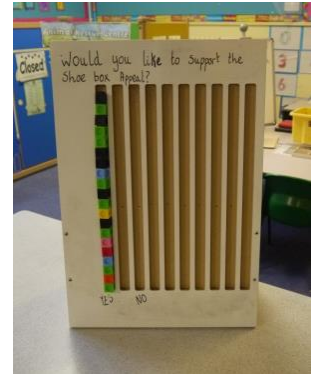
LEARNING AND TEACHING

At Botriphnie Primary we use Our Moray Standard-Learning and teaching to plan and deliver effective learning and teaching. We are constantly reflecting on our practice, using current research to guide or thinking and improve practice. Currently, we work together with other schools in the ASG to promote professional dialogue and develop a consistent standard across all schools. We make effective use of a range of resources including digital technologies to support learning. Each pupil has access to an iPad to support learning across all curricular areas.

PUPIL VOICE is at the heart of our approaches to learning and teaching. We use a variety of tools to encourage and promote leadership of learning.

FORMATIVE ASSESSMENT

Teachers share with the children what they are going to learn and what is to be achieved in a lesson. Children are also given success criteria before starting a piece of work and often a WAGOLL (What a good one looks like). The check list of criteria alongside the example helps children understand what they need to include and show in their learning in order to complete the task successfully. Success criteria is differentiated to promote challenge. There are a number of strategies used in the school to assess children's understanding. Assessment is for learning (AiFL) involves the children in self and peer evaluations and promotes discussion and ownership of learning. This gives the children a clearer understanding of what they need to do to achieve and to progress. More information can be found in fortnightly reflection jotters.



PLAY PEDAGOGY

At Botriphnie wonderful displays showcasing learning surround our 'Adventure Room' which has been well developed to place play pedagogy at the heart of our curriculum. Playful Pedagogy is a way of integrating children's play experiences with curricular learning, giving pupils the flexibility to find their own solutions to both new and existing problems. Mrs Lawrence has first-hand experience of providing high quality play, with her many years of experience as manager at Newmill Playgroup. It's very exciting to see how playful learning experiences are being developed, building on children's ideas and interests.



ENSURING PACE AND CHALLENGE

At Botriphnie developing the use of SOLO taxonomy has been central to our focus on improving learning and teaching. All staff use SOLO verbs to design tasks and questions which improved the quality of dialogue, differentiation and levels of challenge.

We have agreed whole school shared formats to guide learners, providing a consistent approach across the school community. SOLO provides a good model for differentiation within multi-composite classes.

We are also developing self-directed learning opportunities across the whole school- where children work more on areas of interest, creating their own success criteria to complete more open ended tasks.

SUPPORT FOR LEARNERS

Pupils are in mixed ability classes and all of our class teachers plan lessons which are differentiated in order to meet pupil needs effectively.

Additional Support Needs

Some of our children require an additional input from our Support for Learning teachers 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.

Some children will have an Individual Education Programme (IEP) or Learner Profile and Strategies (LPS) which is devised for them and evaluated continually. Both are shared with parents and parents may contribute to them.

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, ideas and actions/outcomes.

Enquire

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquire service: info@enquire.org.uk

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

Enquire provides a range of clear easy-to-read guides and fact sheets including - The parents' guide to additional support for learning.

APPENDICES

School Calendar 2023-2024

Autumn

In-Service Closure: Monday 14 August 2023

Term starts: Tuesday 15 August 2023

Term ends: Friday 6 October 2023

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

Winter

Term starts: Monday 23 October 2023

In-Service Closure: Monday 13 Nov 2023

In-Service Closure: Tuesday 14 Nov 2023

Term ends: Friday 22 December 2023

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

Spring

Term starts: Monday 8 January 2024

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

Term ends: Thursday 28 March 2024

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

Summer

Term starts - Monday 15 April 2024

May Day Holiday: Monday 6 May 2024

In-Service Closure: Thursday 16 May 2024

In-Service Closure: Friday 17 May 2024

Term ends: Friday 28 June 2024

Plus one occasional day holiday when the following school groups will be closed:

- Buckie High School ASG - Tuesday 7 May 2024
- Elgin Academy ASG - Thursday 8 February 2024
- Elgin High School ASG - Thursday 8 February 2024
- Forres Academy ASG - Tuesday 13 February 2024
- Keith Grammar School ASG - Monday 3 June 2024
- Lossiemouth High School ASG - Thursday 8 February 2024
- Milne's High School ASG - Friday 22 December 2023
- Speyside High School ASG - Monday 3 June 2024

School Calendar 2024-2025

Autumn

In-Service Closure: Monday 12 August 2024

Term starts: Tuesday 13 August 2024

Term ends: Friday 4 October 2024

Autumn holiday: Monday 7 October 2024 - Friday 18 October 2024

Winter

Term starts: Monday 21 October 2024

In-Service Closure: Monday 11 November 2024

In-Service Closure: Tuesday 12 November 2024

Term ends: Friday 20 December 2024

Christmas holidays: Monday 23 December 2024 - Friday 3 January 2025

Spring

Term starts: Monday 6 January 2025

Mid-term holiday: Friday 14 & Monday 17 February 2025

Term ends: Friday 28 March 2025

Spring holiday: Monday 31 March - Friday 11 April 2025

Summer

Term starts: Monday 14 April 2025

Good Friday holiday: Friday 18 April 2025

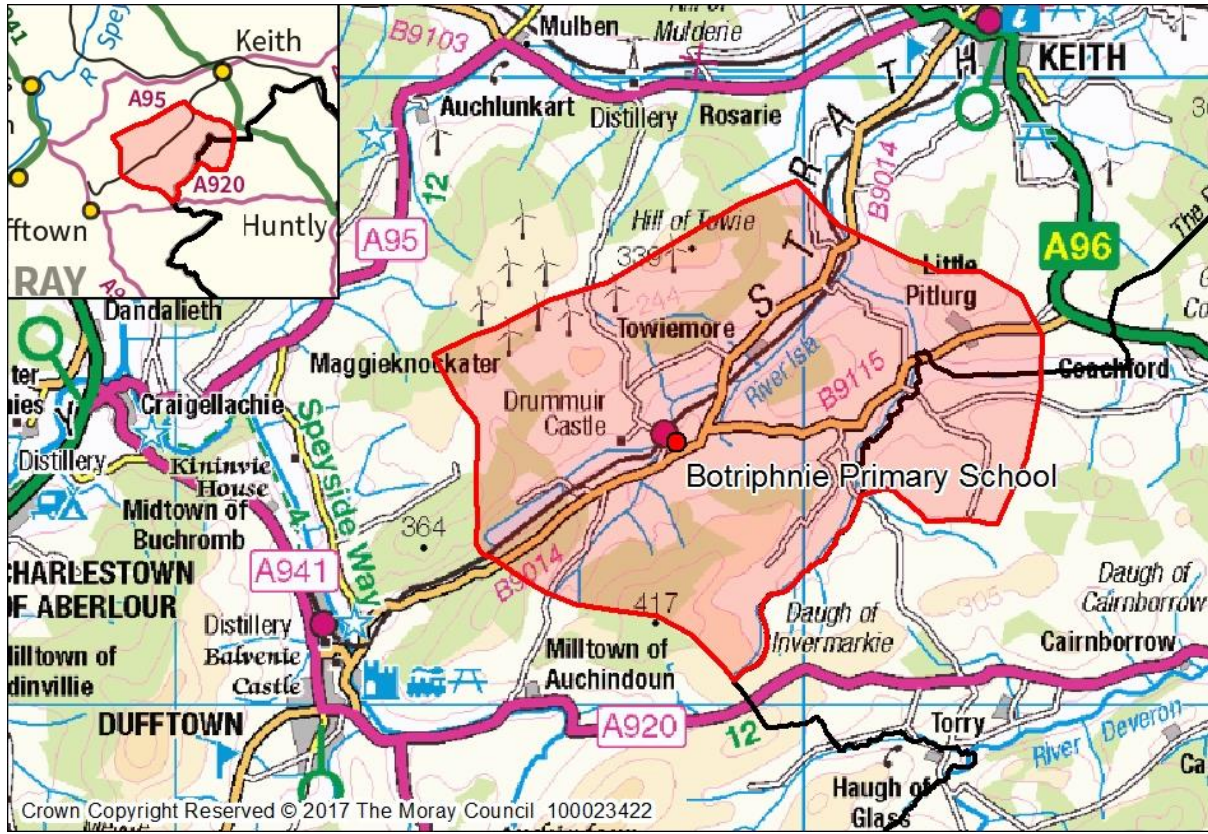
May Day holiday: Monday 5 May 2025

Term ends: Friday 27 June 2025

Plus 1 occasional day holiday to be agreed by 31 March 2024

Plus 2 In-Service closure days in 2025 to be agreed

Zone Map



CHILD PROTECTION - Child Protection Indicators

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 \(2021\)](#).

GIRFEC 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.

DATA AND PRIVACY

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 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.

Botriphnie 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 pupils' 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 Botriphnie 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 Botriphnie 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 privacy notice](#).

Sharing personal data to support Wellbeing

In addition to the above, Botriphnie 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.

Improvement Plan

&

Standards & Quality
Report

Action Plan and Reporting: Session 2023/2024 Newmill and Botriphnie Primary School

Group/Individual(s) Assigned:	School Priority Area(s):	Summary description of desired outcome(s) to be achieved:
Paired Schools Focus –some aspects ASG focus	Priority 1- Raising Attainment in Literacy	<ul style="list-style-type: none"> ⦿ Aiming for 80% of each year group to be achieving expected standards in writing. ⦿ All children to be making good progress from previous levels and learners will be able to articulate their progress and next steps. ⦿ Learners to experience increased support and challenge within their literacy curriculum-with a specific focus on writing. ⦿ The whole school community will build and sustain a whole school reading culture to support and raise attainment in literacy
Key links to Education Plan Priority Area(s):	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Curriculum 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-evaluation for Self-improvement <input checked="" type="checkbox"/> Supporting All Learners <input checked="" type="checkbox"/> Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children’s Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people’s health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children’s Progress <input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting 	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 <input 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 type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

	Actions:	Responsible:	Timescale:	← Progress →	
				%:	RAG:
1.1	<p>Driver:- Curriculum Development-Building whole school (ASG) approaches to writing based on an informed awareness of current education thinking –Explicitly Teaching Writing Learners will become balanced writers with an increased ability to make and articulate sentence level, word level decisions as a direct input of a refreshed writing curriculum.</p> <p>Change ideas:-</p> <ul style="list-style-type: none"> • Building a shared language with an increased focus on very specific grammatical knowledge-Use Daily 5 (writing skills)as a platform to teach aspects of Explicitly Teaching Writing criteria- developing shared language e.g. macro sentence, micro, modifiers, noun, pronoun pattern, determiners, modifiers, descriptive sentences describing bubble • Purchase of materials to support explicitly teaching writing approach. • Explore the creation of shared resources to match- using shared platform • Create a writing skills annual overview –text types-what stage and when • Review existing assessment tools (from all schools) as well as supporting documentation from CLPL to create ASG progressions for each text type, including tools for writing. Start with a focus on one genre and share with schools as a pilot for feedback. 	All teaching staff		Choose an item...	Choose an item...

	<ul style="list-style-type: none"> • Incorporate grammar feature focus within Daily 5 –work on writing –Preparation of whole school resources to support development of a new shared language around grammatical text type success criteria • My Spelling Pathway- providing greater opportunities for self-assessment –teachers to make matching marking keys for all diacritical marking (Day 1)and syllable work (Day 2)-create shared bank of uplevelling lessons-different sentence types. • Handwriting to be created and shared across both schools- • Pedagogy Group to create tracking spreadsheet to collate more specific, robust data around learner’s progress. • Teachers to pilot learning conversations with learners around progress and next steps using pilot progression/assessment. <p>Measurement :-</p> <ul style="list-style-type: none"> • All Primary Teachers will have up to date knowledge of best pedagogy and will be sharing learning with pupils and trialling new approaches. This will be evident in learning walks, planning folders, pupil groups-updated pupil improvement plan, and jotters. • All teachers and learners will have trialled all five text types –introduced at CLPL-across session 23/24- document and be able to talk about how it helped inform learning and teaching. • All children will have a written profile within Learner Pathway Folders • Jotter-improvement in ‘tools for writing’ as a result of spelling, grammar and handwriting focus. Aiming for 80% and over achieving expected milestones • Secondary colleagues will have a clearer understanding of primary pedagogical approaches. Before and after surveys to be issued. 				
1.2	<p>Driver- Continue to build and sustain a whole school reading culture to support and raise attainment in literacy. (Supported by PEF via extra staffing for Daily 5)</p> <p>Change ideas:</p> <ul style="list-style-type: none"> • Continue to Engage with Reading Schools accreditation Programme in conjunction with Scottish Book Trust • Audit Reading books and update-relevant literature • All pupils (P4-7) to have had an opportunity to support Reading Schools Agenda - Explore links with Newmill Playgroup/Botriphnie Toddler Group to provide increased transition activities with a literacy focus. • Continue to embed Daily 5 approaches as an approach to raising attainment in reading-timetabling PEF support staff as a resource to raise attainment • Continue to work in partnership with Stephen Leitch (KGS Librarian)to promote reading for enjoyment and improve learner pathways-transition to S1 • Continue to work with Parent Council to explore supporting attainment in reading (Christmas Books, Class novels, Book Swap shop, supporting the development of pre-reading intervention packs) • Continue to build on approaches to early intervention- Explore opportunities to develop strong foundations for reading attainment Pre-reading skills through-development of ASN packs, paired reading, SDL leadership tasks, lunchtime clubs) <p>Measurement :-</p> <ul style="list-style-type: none"> • Built in Via accreditation system-Reading Schools • Reading levels and progress data-individual tracking info-YARC • Pupil views/Parental views 			Choose an item...	Choose an item...
1.3	<p>Driver:-We have systems in place to promote equity in raising attainment, improving outcomes for all learners. Supported by PEF</p> <p>Change ideas:-</p> <ul style="list-style-type: none"> • Early intervention focus –develop use of pre writing, pre-reading pack and early numeracy packs for use as an in 			Choose an item...	Choose an item...

<ul style="list-style-type: none"> school and home intervention. Break up into separate packs using areas of emergent literacy assessment –consider use of wellbeing ambassadors- leadership role into supporting young learners. Consider use of pre writing pack across the school as part of the drive to improve handwriting and presentation. Finalise handwriting and presentation policy.- continue to develop pupil led pen license initiative with Parent Council Undertake talk boost assessments, set and run groups as required.- PEF support staff <p>Measurement-</p> <ul style="list-style-type: none"> Data from talk boost assessments –before and after Emergent literacy assessment data 				
---	--	--	--	--

Group/Individual(s) Assigned:	School Priority Area(s):	Summary description of desired outcome(s) to be achieved:
School Priority 2	Children’s engagement with and leadership of learning	<ul style="list-style-type: none"> Almost all children to be engaged in learning almost all of the time leading to attainment increase across the curriculum. Teachers will be able to improve and talk confidently about their day-to-day teaching based on fundamental principles and practices of well researched grounded pedagogy.
Key links to Education Plan Priority Area(s):	<input checked="" type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Curriculum	<input checked="" type="checkbox"/> Self-evaluation for Self-improvement <input checked="" type="checkbox"/> Supporting All Learners <input checked="" type="checkbox"/> Leadership at all Levels

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

Actions:		Responsible:	Timescale:	← Progress →	
Driver:-	Change Ideas:			%:	RAG:
1.1	<ul style="list-style-type: none"> Learners will be active participants in their learning through improved HWB curriculum. Our learners are eager and active participants who are fully engaged, resilient, highly –motivated and interact well during activities. Learners will experience high quality teaching across the curriculum. <ul style="list-style-type: none"> Aim for RRS Gold-through accreditation programme TLC- Power Up Your Pedagogy 12 x sessions 	RS	August	Choose an item...	Choose an item...

	<p>Measurement:-</p> <ul style="list-style-type: none"> • Use of and pupil's ability to talk about interactive 'wall' involving to talk about and reflect on learning experiences • Journey towards RRSA gold • TLC Floorbook of evidence • More children in the green 'ready to learn' zone more of the time. Less wellbeing concerns as a result of self-regulation skills taught via zones. Wellbeing concern forms to be monitored and calculated termly. • Data gathered from HWB survey. • Pupil focus groups and reflection jotters. • Engagement levels via paired learning walks. 				
1.2	<p>Driver:- Learners will be interested, curious and sufficiently challenged in their learning. Learners will feel actively involved in leading their own learning</p> <p>Change idea:-</p> <ul style="list-style-type: none"> • Continue to develop use of Self Directed Learning/ Playful Learning opportunities using SOLO to increase challenge, promote curiosity via options for personalisation and choice. • All teachers to use four capacities skill progression with curricular plans to design play based learning experiences. At P1-3 'Playful Learning' and from P4-7 Self Directed Learning opportunities. <p>Measurement:-</p> <ul style="list-style-type: none"> • Children will be able to talk about their learning and progress using shared language via wall. • Children will identify skills and attitudes they are developing to help find success-this will be evident in reflection jotters. 	Think about during transition week	Ongoing	Choose an item...	Choose an item...

Summary description of desired outcome(s) to be achieved:

<p>ASG approach to raising attainment in numeracy</p>	<ul style="list-style-type: none"> ⊙ Building an ASG shared understanding of numeracy curriculum progression to raise attainment in numeracy. ⊙ Building an ASG approach to developing effective assessment, supporting moderation process and to improve approaches to reporting. ⊙ Improved transition-KGS maths department to hold more robust data around individual progress in numeracy to support transition and raise attainment. ⊙ Learners to experience increased support and challenge within their numeracy curriculum.
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> Self-evaluation for Self-improvement <input checked="" type="checkbox"/> Supporting All Learners <input type="checkbox"/> Leadership at all Levels

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

				← Progress →	
Actions:	Responsible:	Timescale:	%:	RAG:	
1.1 Driver:- <ul style="list-style-type: none"> Our learners and staff make effective use of assessments and their shared understanding of standards to make confident professional judgments about how well learners are progressing. Learners across the ASG will be able to use a shared language to discuss their numeracy progress and next steps. Change ideas <ul style="list-style-type: none"> Moderation Event- Numeracy Pedagogy Group to evaluate and reflect on feedback from the event. All learners across the ASG will have a numeracy profile –tracking attainment over time. Learning Visits to be arranged- focus on developing a shared understanding of standards - how the assessments inform learning and teaching via differentiation. Secondary visits to Primary as a starting point. Measurement:- <ul style="list-style-type: none"> Learners will be able to track the strategies they know and can use via pupil tracking sheet. Learners will be able use strategy booklets to help undertake assessments. As a result, they will find more success with 3 and 4 mark questions. Teachers across the ASG will use marking keys/guides to support consistent use of assessments-leading to more robust data. They will be able to talk about assessments results and the implication for learning and teaching within their class. All learners will have a numeracy profile. 	ASG HTs, PT Maths, Numeracy Pedagogy team		0%	Choose an item...	
1.2 Driver:- Improved transition- Provide continuity in numeracy learning to ensure all young people across the ASG continue to build their knowledge, understanding and skills, maintaining an appropriate pace of progress.			Choose an item...	Choose an item...	

	<p>Change ideas:-</p> <ul style="list-style-type: none"> • All schools to track data gathered via numeracy assessments across session 23/24. • Data to be shared with KGS in Term 4 as part of transition timeline. • Data to be used to inform class groupings in S1. • Assessments to form learner profiles for numeracy and maths and to be shared with KGS as part of transition but also to support transition from one class to another within Primary. <p>Measurement:-</p> <ul style="list-style-type: none"> • Each school to enter data into tracking spreadsheet • Each school to analyse data- to inform next steps within developing numeracy and maths curriculum at school and ASG level. 				
1.3	<p>Driver:-</p> <ul style="list-style-type: none"> ➤ Building an ASG approach to assessment supporting moderation process and improved approaches to reporting. ➤ Provide continuity in numeracy learning to ensure all young people across the ASG continue to build their knowledge, understanding and skills, maintaining an appropriate pace of progress. <p>Change ideas:-</p> <ul style="list-style-type: none"> • Newmill/ Bot -Reports that go out twice a year will include levels and percentage in hot and cold assessments. Learners will report on each block, using scores and assessment info to set targets in learning. • Newmill/ Bot -Hot and cold assessment scores to be shared with parents in reflection jotters for each maths organiser. • Newmill/Bot- time to analyse cohorts within WTA termly- use this data to plan interventions and measurement-PSAS PEF support and more opportunities for individual parent information to support progress <p>Measurement:-</p> <ul style="list-style-type: none"> • Through quality of information shared termly in reflection jotters • Parental feedback • PEF- identified additional group support for those requiring targeted support – measurement of progress via assessments 				
1.4	<p>Driver: - To develop conceptual understanding alongside procedural fluency.</p> <p>Change ideas:-</p> <ul style="list-style-type: none"> • Develop high quality assessments that provides learners with the opportunity to demonstrate breadth and application of learning. 				

	<ul style="list-style-type: none"> • Numeracy group to develop ASG 'application' bank through problem solving- aiming for resources to support application of numeracy in first instance • Newmill/ Bot to continue to develop <p>Measurement:-</p> <ul style="list-style-type: none"> • Learners will successfully be able to apply their learning in new or unfamiliar contexts. • Assessment data will be acquired over an extended period of time. 				
--	---	--	--	--	--

School Context and Overview

Roll	Physical Capacity	Functional Capacity	Attendance	Exclusions	LAC	ASN pupils	SIMD profile	Staffing	Vacancies
18	66	50	95.53%	0	0	17%	7	1	0

At Botriphnie Primary our vision is '*growing together from acorns to mighty oaks*'. Our vision statement is inspired by an important local feature: the community woodland and our very own oak tree within the school grounds. Learners benefit from a strong sense of community, shared values and high expectations:

- **Community** (We build and maintain positive relationships with families, partners, pupils and staff)
- **Determined** (We work hard and are determined to demonstrate a growth mind-set and learn from one another. We ensure our school community feels supported to do their best)
- **Creative** (As we develop skills and attitudes that support each other, we take creative risks to challenge ourselves to take responsibility for our own learning. In our school our learning experiences are challenging and enjoyable including learning in the outdoors, in the community and further afield.)
- **Successful** (We recognise, can talk about and celebrate all sorts of achievements in a range of ways which help us build our self-esteem and confidence. We understand how taking part in a range of activities helps us contribute to our school community in a positive way.)

We are small rural school in the Keith ASG. We have 18 pupils taught in a single multi-composite class. Newmill and Botriphnie became schools within a paired headship in May 2016, with both schools working closely together. Our school is fully staffed with a permanent Principal Teacher and SfL teacher.

- Partnership working-The school worked closely with Drummuir 21 and Drummuir Estate to improve the local community for the common good. This year we continue to look after the jelly hedge planted by children. We also planted thirty trees in the community woodland to commemorate the Queen's Jubilee and look after our planet. Our learners commemorate St Fumac annually- celebrating and promoting sustainability within our local area.



This session children have been learning about sustainability through regular visits to local bee hives. This has been arranged through parental and wider community support.

The school has an active Parent Council and benefits from strong parental and community involvement. At a recent PC meeting the following was calculated:- 67% of pupils have a parent who attended BPS and 50% of pupils have a grandparent who attended BPS. This data helps demonstrate how important the school is for the local community and explains the strong parental support with ALL parents attending our Jubilee and Christmas Events. Parent Council are proactive in supporting funding and providing resources to improve outcomes for all children. Parent Council benefit from Hill of Towie Windfarm Grants. As a result, the school have an iPad per pupil and a charging station. We have also applied for funding to support our transition week-with a focus on 'Health and Wellbeing' through outdoor learning. This year, we were awarded a new shed to store PE and outdoor learning equipment. Parent Council has started using Moray Parental Involvement and Engagement Strategy to support improvement. Pupils regularly join Parent Council meetings to ensure pupil voice informs our next steps.

Priority 1

RAISING ATTAINMENT IN LITERACY-1. All children to be making good progress from previous levels.

2. Learners will be able to articulate their progress and next steps. 3. Learners will experience increased support and challenge within their literacy curriculum.

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS'24 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 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 checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input 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

Our pupil led improvement group 'Reading Stars' are working towards 'Reading Schools' accreditation through implementing the action plan. Parents are supporting the school's improvement journey in a variety of ways: purchasing books and sharing stories within school. In addition, 'Reading Stars' report on progress and next steps at Parent Council Meetings. This includes information around how they used the £500 reading grant from Scottish Book Trust to purchase resources in line with our identified improvement priorities. This partnership working is building an aspirational reading culture supporting attainment progress. The school continues to use class novels as a 'hook' within IDL studies. Learners tell us these exciting and engaging projects are inspiring them to read, as well as, developing their knowledge of contemporary children's literature. Reading data demonstrates that most learners continue to attain appropriate levels in all areas of literacy, with some exceeding. We are developing an ASG approach to raising attainment in literacy and now have a 'Literacy Pedagogy team' with members from all feeder primary schools. We have a focus group on creating ASG approaches to tools for writing, including spelling, grammar, handwriting and presentation to support attainment over time. This group will continue to be a central feature of our improvement journey into next session, providing opportunities for us to further develop moderation opportunities within literacy. This session, we continue to embed whole school approaches to spelling to provide support and challenge for all learners. Assessments data tells us that most learners are making good progress and working at expected levels. Pupils tell us the pen license initiative is motivating them to improve handwriting and presentation. Teachers at Newmill and Botriphnie have participated in CLPL to develop a shared understanding of best pedagogy to review and develop whole school approaches that raise attainment in writing.

Next Steps

- Continue to build on CLPL this session (Explicitly Teaching writing)-working with what we have been learning to raise attainment in writing, with a specific focus on 'tools for writing' in line with identified ASG attainment gap.
- Develop use of Daily 5 'Work on writing' to develop tools for writing (grammar focus) in line with CLPL-implementing drawing club
- Create writing progressions and assessments, with supporting tracking spreadsheet, to match Moray's Text Types Progression –look into resources to support
- Use the progressions to further develop Learner Pathway Profiles
- Continue to develop ASG raising attainment in literacy strategy

Priority 2

Excellent Learning and Teaching-Children's engagement with and leadership of their learning.

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS'24 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 type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input 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

Our learners have a deeper understanding of our curriculum as a result of Term 1 IDL where we reconnected with our vision, values, UNCRC rights, global goals and four capacities via our IDL and assembly focus. We have created an interactive version of our curriculum rationale to support family and community members to deepen their understanding of what we aspire to achieve through our daily words and actions at Botriphnie Primary. Zones of Regulation has been embedded this session to empower our learners to recognise their emotions and apply strategies to ensure they are in the 'green zone' and ready to learn, almost all of the time. As a result, almost all learners are eager and active participants in their learning and interact well during lessons. Teachers report zones of regulation is supporting the school's bucket filling philosophy. This session we have introduced 'Glasgow Wellbeing Profile' as a tool to measure HWB and support target setting. Teachers, with support staff, continue to explore, develop and demonstrate a commitment to play pedagogy in order to meet the needs and interests of children in the early stages in a multi-composite class. All staff participated in CLPL to develop their understanding of play pedagogy, working to implement ideas and strategies and provide a high quality play based curriculum. Staff are currently planning for play beyond early stages providing opportunities for pupil led self-directed learning. This is at the early stages and will continue to be an area for development next session. The whole school community demonstrate a commitment and enthusiasm for outdoor learning and work together to not only improve our playground but also provide high quality resources. Parent Council intend to support via fundraising and parent participation next session.

Next Steps

- Develop leadership opportunities across the school-with all children accessing leadership opportunity –either through leading play or involvement in one of the leadership groups- RRSA, Play Leaders, Forest Schools Leaders, Reading Stars
- Continue to develop playful learning across the school-building on Play Pedagogy CLPL, moving to SDL from P3
- Improve the quality of teaching across the school through TLC focusing on 'Power Up Your Pedagogy' 12 x sessions

Priority 3

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:		
<ul style="list-style-type: none"> <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 	<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 checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting 	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 <input 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 type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

Throughout session 22/23, our PT continues to lead the ASG Numeracy Pedagogy Group develop an ASG approach to assessment supporting the moderation process. All teachers have been able to provide feedback to Numeracy Pedagogy Group leaders to support the creation of a finalised ASG assessment bank and marking key. This is supporting staff to make more confident professional judgments, based on a shared understanding of standards and expectations. Bottriphnie Primary School now hold individual data tracking attainment and progress across all maths and numeracy organisers. This is shared with parents to provide more detailed data around progress and next steps to support partnership working. P7 data will be shared with KGS this session to support an effective transition. Teachers tell us using the ASG assessment bank is key in improving learning and teaching. 'Cold' Assessments are used consistently across the school to explore students' prior knowledge and activate relevant schemata. 'Hot' assessments are used to assess progress and evaluate the impact of learning and teaching. Learners are fully involved in the process of assessing impact. The assessments are motivating them to take ownership of their learning. They are clear about where they are in their learning (E3, F1, etc) and able to see the progress they are making. This session we have been piloting the use of a new 'Problem Solving' resource to support the 'application' of numeracy skills. This is a 'next step' across the ASG as we continue to develop a high quality assessment programme to raise attainment in numeracy and maths. All staff benefited from participation in an ASG Moderation Event where our ASG Numeracy Pedagogy Team shared resources to support effective learning and teaching. We have two staff members who have undertaken QAMSO training this session (personal CLPL) and are supporting ASG moderation within this role.

Next Steps

- PT to continue to Lead ASG Numeracy Pedagogy Team
- Continue to moderate resources created by Numeracy Pedagogy Team-building ASG approach
- Further develop the use of problem solving resources-to measure 'application' to develop conceptual understanding alongside procedural fluency
- Support learners to track numeracy strategies they know and are able to apply- to develop conceptual understanding alongside procedural fluency
- Ensure all learners build a numeracy and maths profile, including newly developed pupil strategy books, to support transitions and continued progress

APPENDIX A

Moray Council
Education, Communities & Organisational Development

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 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
Adverse Weather Procedures	Website:	www.moray.gov.uk/moray_standard/page_42567.html
	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:
	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:
	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:
Email:		Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
	Children and Families Social Work	Telephone:
Email:		childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
	Child Protection	Telephone:
Email:		childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
	Clothing Grants	Telephone:
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

