



## Botriphnie Primary School Handbook

Date of issue: 15th December 2025

Moray Council

Education, Housing & Communities



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

Phone: 01343 563319

Email: [equalopportunities@moray.gov.uk](mailto:equalopportunities@moray.gov.uk)

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

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

# 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	<a href="https://blogs.glowscotland.org.uk/my/botriphnieprimaryschool/">https://blogs.glowscotland.org.uk/my/botriphnieprimaryschool/</a>
E mail	<a href="mailto:admin.botriphniep@moray-edunet.gov.uk">admin.botriphniep@moray-edunet.gov.uk</a>
Council Website	<a href="http://www.moray.gov.uk">www.moray.gov.uk</a>
Emergency out-of-hours number	03457 565656
Acting Head teacher	Mrs Stacey Chalmers
Present School Roll	22
Stages taught	P1 -7
Education, Housing & Communities	01343 563374



# BOTRIPHNIE 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, HOUSING & COMMUNITIES

Education, Housing & Communities 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, Housing & Communities, or the Moray Council website [www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://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. A phone call home will also be made in the event of a head bump or injury.

## **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 one of the churches in Keith. 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.

## **ECO SCHOOLS AND READING 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.

We have earned Reading Schools Gold Status, an amazing achievement. We must say a huge thank you to everyone for their contribution. Our World Book Day celebrations provided the missing jigsaw piece in terms of the evidence required to showcase how we promote a culture of reading at our school. We recently set up a community lending library.

## **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 are 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 for P1 and P7 pupils and offer treatment. You are of course free to consult your own dentist privately.

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 with this 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 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.

## 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 will therefore not be administered on pupil request.



## PARENTAL CONCERNS

There may 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 occasionally the village play park. They are well supervised by our Playground Supervisor, Mrs Emmy McWilliam. The children play well together.

## POSITIVE BEHAVIOUR/SANCTIONS

The philosophy at Botriphnie is one of positive behaviour. Pupils are credited and praised for their effort and attitude and they 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.

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## PRE SCHOOL PLAYGROUP

If there are sufficient numbers an under-fives group meets in the Village Hall. 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 a fence 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 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.

From January 2022 all children in P1- P5 have received free school meals under a Scottish Government scheme. Parents/carers can apply for free school meals, info is available from the [Moray Council website](#)

## 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 trousers or skirts. 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. Parents/carers can apply for a clothing grant, which is available from the [Moray Council website](#)

## 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

Mrs Stacey Chalmers	Acting Head Teacher
Mrs Christine Chisholm	Acting Principal Teacher P1-7
Ms Marian Stuart	Support for Learning Teacher
Mrs Laura Simmers	Physical Education
Mrs Jane Alexander	Violin 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 Alan Gilbert/Mr Brian Forsyth	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 digital profiles supports our agenda for school improvement. Digital profiles will keep you informed about your child's progress throughout the year.

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.

It is important to take time to sit with your child and talk about the learning story the digital profile tells. Your feedback is the most important to them, so please take time to leave 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
- Digital profiles.

## 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 21<sup>st</sup> 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](http://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 and Ros Harris,  
Treasurer – Sammy Stewart.

### 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.

## **TRANSITION**

### ASSOCIATED SCHOOL GROUP (ASG)

Botriphnie Primary 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.

All staff are able to contribute when planning learning experiences to engage and motivate learners.

P1 Induction-We will make contact with parents 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. You can of course choose to put your children to an out of zone secondary school.

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.

### Getting it Right for Every Child (GIRFEC) – Secondary 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 secondary schools this will usually be provided by a Principal Guidance Teacher and will remain throughout their time at school. The Guidance Teacher will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact your child's Guidance Teacher either by phone, email or alternatively a letter marked for the attention of your child's Guidance Teacher.

# 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 Bottriphnie 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:

- |                                     |                    |                      |                |
|-------------------------------------|--------------------|----------------------|----------------|
| ✓ <b>Challenge and enjoyment</b>    | ✓ <b>Breadth</b>   | ✓ <b>Progression</b> | ✓ <b>Depth</b> |
| ✓ <b>Personalisation and choice</b> | ✓ <b>Coherence</b> | ✓ <b>Relevance</b>   |                |

Everything we do at Bottriphnie is grounded in ensuring all pupils access their right to a good quality education with a relentless focus on wellbeing entitlements. At Bottriphnie 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.

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

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 Bottriphnie 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 their digital profiles.



## PLAY PEDAGOGY

At Bottriphnie 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 Bottriphnie 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](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://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

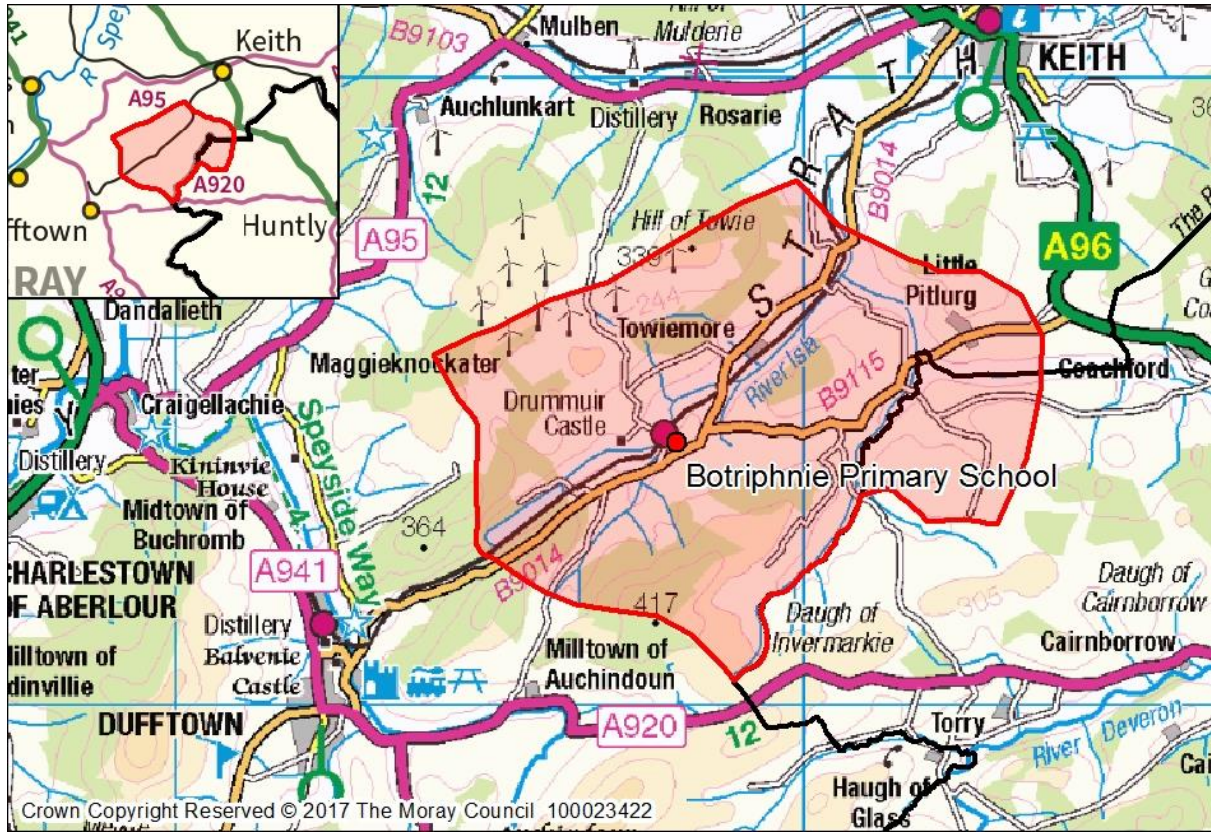


# SCHOOL HOLIDAY DATES

Session 2025/2026		
<b>Autumn Term</b>	<b>Starts</b>	<i>In-Service Closure: Monday 18 Aug 2025</i> <i>In-Service Closure: Tuesday 19 Aug 2025</i> <b>Wednesday 20 August 2025</b>
	<b>Ends</b>	<b>Friday 10 October 2025</b>
<i>Autumn Holiday</i>	<i>Starts</i> <i>Ends</i>	<i>Monday 13 October 2025</i> <i>Friday 24 October 2025</i>
<b>Winter Term</b>	<b>Starts</b>	<b>Monday 27 October 2025</b> <i>In-Service Closure: Monday 10 Nov 2025</i> <i>In-Service Closure: Tuesday 11 Nov 2025</i>
	<b>Ends</b>	<b>Friday 19 December 2025</b>
<i>Christmas Holiday</i>	<i>Starts</i> <i>Ends</i>	<i>Monday 22 December 2025</i> <i>Friday 2 January 2026</i>
<b>Spring Term</b>	<b>Starts</b>	<b>Monday 5 January 2026</b> <i>In-Service Closure: Thursday 12 February</i> <i>Mid Term Holiday:</i> <i>Friday 13 &amp; Monday 16 February 2026</i>
	<b>Ends</b>	<b>Friday 27 March 2026</b>
<i>Spring Holiday</i>	<i>Starts</i> <i>Ends</i>	<i>Monday 30 March 2026</i> <i>Good Friday Holiday: Friday 3 April 2026</i> <i>Friday 10 April 2026</i>
<b>Summer Term</b>	<b>Starts</b>	<b>Monday 13 April 2026</b> <i>May Day Holiday: Monday 4 May 2026</i>
	<b>Ends</b>	<b>Thursday 2 July 2026</b>
<i>Plus 1 occasional day holiday when the following schools will be closed:</i>		
<b>Buckle High ASG</b>		<b>Elgin Academy ASG</b>
Tuesday 17 February 2026		Tuesday 17 February 2026
<b>Elgin High ASG</b>		<b>Forres Academy ASG</b>
Tuesday 17 February 2026		Tuesday 17 February 2026
<b>Keith Grammar ASG</b>		<b>Lossiemouth High ASG</b>
Monday 1 June 2026		Tuesday 17 February 2026
<b>Milne's High ASG</b>		<b>Speyside High ASG</b>
Tuesday 17 February 2026		Monday 1 June 2026

Session 2026/2027		
<b>Autumn Term</b>	<b>Starts</b>	<i>In-Service Closure: Monday 17 Aug 2026</i> <i>In-Service Closure: Tuesday 18 Aug 2026</i> <b>Wednesday 19 August 2026</b>
	<b>Ends</b>	<b>Friday 9 October 2026</b>
<i>Autumn Holiday</i>	<i>Starts</i> <i>Ends</i>	<i>Monday 12 October 2026</i> <i>Friday 23 October 2026</i>
<b>Winter Term</b>	<b>Starts</b>	<b>Monday 26 October 2026</b> <i>In-Service Closure: Monday 9 Nov 2026</i> <i>In-Service Closure: Tuesday 10 Nov 2026</i>
	<b>Ends</b>	<b>Friday 18 December 2026</b>
<i>Christmas Holiday</i>	<i>Starts</i> <i>Ends</i>	<i>Monday 21 December 2026</i> <i>Friday 1 January 2027</i>
<b>Spring Term</b>	<b>Starts</b>	<b>Monday 4 January 2027</b> <i>In-Service Closure: Thursday 11 February</i> <i>Mid Term Holiday:</i> <i>Friday 12 &amp; Monday 15 February 2027</i>
	<b>Ends</b>	<b>Thursday 25 March 2027</b>
<i>Spring Holiday</i>	<i>Starts</i> <i>Ends</i>	<i>Good Friday Holiday: Friday 26 March 2027</i> <i>Friday 9 April 2027</i>
<b>Summer Term</b>	<b>Starts</b>	<b>Monday 12 April 2027</b> <i>May Day Holiday: Monday 3 May 2027</i>
	<b>Ends</b>	<b>Friday 2 July 2027</b>
<i>Plus 1 occasional day holiday to be agreed by 31 March 2026</i>		

# 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)*

Moray Council is committed to safeguarding all children and young people. It is the responsibility of every member of staff to take all reasonable steps to protect children from harm and abuse in all its forms. These include:

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

When school staff have concerns that a pupil may be at risk of harm, these concerns will be reported immediately to the school's designated Child Protection Co-ordinator (CPC). The CPC will then consult with Social Work and/or Police Scotland to clarify and assess the level of risk or harm to the child and determine the appropriate course of action.

Any decision about informing a child's parent or carer should be made in partnership with Social Work and/or Police Scotland as part of the referral process. School staff, including the CPC, will not contact parents or carers prior to this multi-agency discussion as doing so may compromise the child's safety and the integrity of any subsequent investigation.

If you have an immediate child protection concern and cannot contact education, please contact Social Work directly on **01343 554370** or if it is out with working hours call the Out of Hours Social Work Team on **03457 565656**. If you cannot contact Social Work, please call Police Scotland on **101**. If it is an emergency call **999** immediately.

**Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021 – updated 2023\)](#).**

### **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.

## **Getting it Right for Every Child (GIRFEC) – Secondary 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.

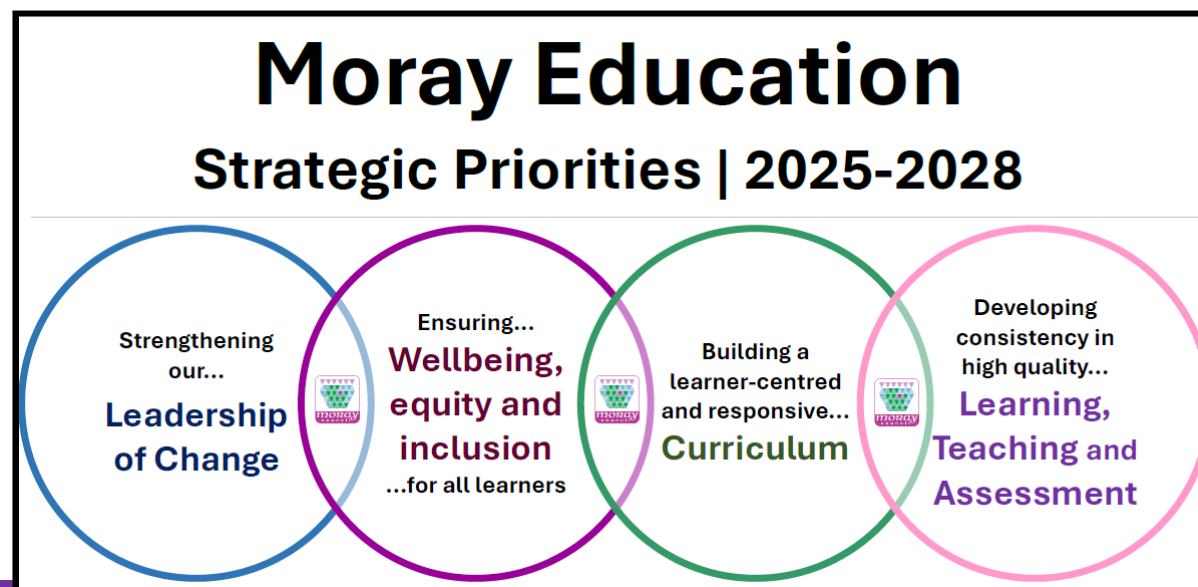
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### **DATA & PRIVACY**

Privacy Notices are available to explain how personal information may be collected, used, stored, shared and securely disposed of, the legal basis for doing so, and what your Data Subject Rights are. Privacy Notices are available from our website at [www.moray.gov.uk/moray\\_standard/page\\_142831.html](http://www.moray.gov.uk/moray_standard/page_142831.html)

# Improvement Plan & Standards & Quality Report





# School Improvement Plan

<b>Session:</b>	<b>2025-2026</b>
<b>School:</b>	<b>Newmill &amp; Botriphnie Primary Schools</b>
<b>Plan term:</b>	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Priority 1									
Summary of Priority: Implementing a refreshed writing curriculum									
Key links to Moray Education Priority Area(s):		<input type="checkbox"/>	Leadership of Change	<input checked="" type="checkbox"/>	Curriculum	<input type="checkbox"/>	Self-evaluation for self-improvement		
		<input type="checkbox"/>	Wellbeing, equity and inclusion	<input checked="" type="checkbox"/>	Learning, teaching and assessment				
NIF Priorities:			Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:		
<input type="checkbox"/>	Placing human rights and needs of every child and young person at the centre		<input type="checkbox"/>	Tackling poverty and inequality	<input type="checkbox"/>	Tackling child poverty	<div><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</div>	<div><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</div>	<div><input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3</div>
<input type="checkbox"/>	Improvement in children and young people's health and wellbeing		<input type="checkbox"/>	Build a stronger greener vibrant economy	<input type="checkbox"/>	Improving the mental and emotional wellbeing of children and young people and their families			
<input checked="" type="checkbox"/>	Closing the attainment gap between the most and least disadvantaged children		<input type="checkbox"/>	Build thriving, resilient, empowered communities	<input type="checkbox"/>	Keeping children and young people safe			
<input type="checkbox"/>	Improvement in skills and sustained, positive school leaver destinations for all young people				<input checked="" type="checkbox"/>	Strengthening family support			
<input checked="" type="checkbox"/>	Improvements in achievement, particularly in Literacy and Numeracy				<input type="checkbox"/>	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			
Actions		Outcomes for learners		Timescales	Responsible	Measures of success			
All staff to take part in four remaining text type professional learning sessions: <ul style="list-style-type: none"><li><b>Recount</b> - Thursday 4th September from 3.30pm -5pm</li><li><b>Procedure</b> - Thursday 9th October from 3.30pm -5pm</li><li><b>Response</b> - Thursday 6th November from 3.30pm - 5pm</li><li><b>Discussion</b> - Thursday 4th December from 3.30pm - 5pm</li></ul>		<ul style="list-style-type: none"><li>Learners will benefit from refreshed writing curriculum.</li><li>Learners will demonstrate a clear understanding of the key elements within each text type.</li></ul>		Sep-Dec	All staff	<ul style="list-style-type: none"><li>Staff feel confident to initiate well informed change- Explicitly Teaching Writing approach, supported by PM writing resource.</li><li>All staff will be able to access high quality active inspire resources to support consistent delivery of writing lessons-in workgroup</li><li>Writing lesson learning walks</li></ul>			

Finalise yearly overviews – include all nine text types to provide clear overview of teaching focus	<ul style="list-style-type: none"> <li>Children will experience a broad and balanced writing curriculum with opportunities to progress writing skills within each nine text types.</li> <li>Most children working at first level be able to discuss different text types and their progress and next steps within each.</li> <li>All children working within second level will be able to discuss different text types and their progress and next steps within each.</li> </ul>	Ongoing throughout year and teaching block finishes.	All staff	<ul style="list-style-type: none"> <li>Evidence captured via digital profiles/writing jotters</li> <li>Pupil focus groups</li> </ul>
Create moderated assessment bank for remainder of text types throughout session as teaching blocks end.	<ul style="list-style-type: none"> <li>Almost all children will be able to evaluate their progress against assessed pieces and improve their ability to self-assess and identify next steps- ultimately describe the level achieved- E3, F1, F2, etc.</li> </ul>		All staff	<ul style="list-style-type: none"> <li>Teachers to moderate using assessment bank. Writing jotters to demonstrate evidence of shared language for feedforward with self/ peer/ teacher assessment.</li> <li>Links to moderated assessment bank to be added to yearly overview /planning – provide a clear progression</li> <li>Pupil group- where are you in writing? How do you know?</li> </ul>
Continue to use ‘hot’ and ‘cold’ assessments this session –assessments providing reliable evidence which we use to report on children’s progress and plan next steps in learning.	<ul style="list-style-type: none"> <li>Learners’ attainment over time in writing will be tracked.</li> </ul>		All staff	<ul style="list-style-type: none"> <li>Newmill- continue to add date to spreadsheet- allow to track progress over time as well as support robust professional judgment.</li> <li>Botriphnie – start spreadsheet.</li> </ul>
P5-7 All children to experience opportunities to apply writing skills via SDL using pictorial targets and genre visuals to support transfer (four in the pit opportunities).	<ul style="list-style-type: none"> <li>All children in P5-7 will be able to discuss progress against each genre of writing using the learning pit. All children</li> </ul>		JM, SC	<ul style="list-style-type: none"> <li>Teacher to collate evidence through SDL individual plans.</li> </ul>

	will be able to identify accurately their next steps within writing. How many children can reach four in the pit with transfer of writing?			
Daily 5 to be planned using PM writing oral literacy resources- providing more exposure (reading, listening and talking) to text types before writing within that text type.	<ul style="list-style-type: none"> <li>• All children to experience more opportunities to develop oral literacy skills to support attainment in writing.</li> <li>• All children at early level to be able to orally describe using describing bubble as a tool to support-both schools</li> <li>• At early level, in both schools, almost all children will be able to meet pictorial success criteria.</li> <li>• Across both schools-learners are achieving higher levels of attainment and almost all PO2 pupils achieving the level after appropriate support and interventions. Specifically:-</li> <li>• Newmill P4- Target is to achieve 100% in writing at first level</li> <li>• Botriphnie P4-Target is for 4/5 children to achieve first level - 80%</li> <li>• Newmill P7-90% to achieve writing</li> <li>• Botriphnie P7- 100% achieve</li> </ul>		CW and shared with staff	<ul style="list-style-type: none"> <li>• Tracking and Monitoring meetings</li> <li>• Moderation of standards against assessed pieces /bank</li> <li>• Daily 5 plans</li> <li>• Daily 5 reflections/ evaluations of learning against the pit</li> <li>• Analyse M –three tracking points</li> </ul>

	writing			
<p>Spelling Data demonstrates a need to improve spelling at early and first level to achieve writing target. Both schools to do this through parental engagement- Talkboost scores to be shared, clear home learning tasks provided with an information session to share expected outcomes.</p> <p>All parents will understand how to support their child achieve early level writing and reading.</p>	<ul style="list-style-type: none"> <li>• Almost all parents will support children to learn to spell all Spelling List 1 common words and use them in one sentence with a capital and full stop.</li> <li>• Almost all parents will understand the purpose of talkboost and be able to support their child to build early communication skills through home learning tasks.</li> <li>• All children involved in talk boost will move to green across at least three of the five key areas.</li> </ul>	<p>CW to meet with P1 parents within First Term. For an information evening.</p>	<p>CW, SC</p>	<ul style="list-style-type: none"> <li>• CW/SC to track home learning tasks and monitor how they are supporting progress through dialogue with parents.</li> </ul>
<p><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></p>				



# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Priority 2

**Raising Attainment through a continued focus on Learning, Teaching and Assessment**

**Aiming to achieve a clear shared understanding of what high quality learning and teaching looks like, with all teachers demonstrating deep understanding of how they achieve this through continuous development of a strong professional learning culture.**

- *Aim- Almost all children to be engaged in learning almost all the time.*

Key links to Moray Education Priority Area(s):		<input checked="" type="checkbox"/> Leadership of Change	<input type="checkbox"/> Curriculum	<input checked="" type="checkbox"/> Self-evaluation for self-improvement				
		<input type="checkbox"/> Wellbeing, equity and inclusion	<input checked="" type="checkbox"/> Learning, teaching and assessment					
NIF Priorities:		Corporate Plan:		Children’s Services Plan:		HGIOS?4 QIs:		
<input checked="" type="checkbox"/>	Placing human rights and needs of every child and young person at the centre	<input checked="" type="checkbox"/>	Tackling poverty and inequality	<input type="checkbox"/>	Tackling child poverty	<div><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</div> <div><input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7</div> <div><input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3</div>		
<input checked="" type="checkbox"/>	Improvement in children and young people’s health and wellbeing	<input type="checkbox"/>	Build a stronger greener vibrant economy	<input checked="" type="checkbox"/>	Improving the mental and emotional wellbeing of children and young people and their families			
<input checked="" type="checkbox"/>	Closing the attainment gap between the most and least disadvantaged children	<input type="checkbox"/>	Build thriving, resilient, empowered communities	<input type="checkbox"/>	Keeping children and young people safe			
<input type="checkbox"/>	Improvement in skills and sustained, positive school leaver destinations for all young people			<input type="checkbox"/>	Strengthening family support			
<input checked="" type="checkbox"/>	Improvements in achievement, particularly in Literacy and Numeracy			<input checked="" type="checkbox"/>	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Time built into WTA to undertake professional learning and implement trusted techniques to improve LTA.	<ul style="list-style-type: none"> <li>• Almost all learners will respond top consistent nonverbal gestures across the school to maximise learning time- see separate plan.</li> <li>• See separate plan</li> </ul>	Three points- Sep, Jan, May	All staff	<ul style="list-style-type: none"> <li>• There will be evidence of at least a two point change across PUP wheels, particularly related to while school focus on Element 12, 8, 4, 11</li> <li>• Learning walks- pedagogy pair visits- pit progress checks –see separate document</li> </ul>
Development of pedagogical coaching across the school via lesson observation and feedback- develop pedagogy pairs and coaching cycles.	<ul style="list-style-type: none"> <li>• See separate plan</li> </ul>	Three points- Sep, Jan, May	All staff	<ul style="list-style-type: none"> <li>• All staff will help build a bank of active inspire with examples of how trusted techniques have been used within a variety of curricular contexts.</li> </ul>

Wall display—making teacher learning visible to all- role model journey through learning pit within the focus on improving outcomes via four element focus.	<ul style="list-style-type: none"> <li>• See separate plan</li> </ul>	Three point check	All staff –SC to lead	<ul style="list-style-type: none"> <li>• Teachers will share their progress in the pit within one of the elements they are focusing on and share via wall display.</li> <li>• Teachers will use pupils to gather evidence of impact.</li> </ul>
Develop processes for children to track their progress and achievements across four contexts for learning through digital profiling.	<ul style="list-style-type: none"> <li>• All children in P1-7 will hold a digital profile outlining progress and achievement across four contexts for learning.</li> <li>• All children in P6/7 will trial use of a digital profile outlining achievements across four contexts for learning.</li> </ul>	Ongoing	JM, GL, SC	<ul style="list-style-type: none"> <li>•</li> </ul>
Further develop staff skills in relation to neurodiversity and meeting additional support needs through use of 'Circle' resource.	<ul style="list-style-type: none"> <li>• Learners experience improved learning within inclusive and supportive learning environments.</li> <li>• Learners are listened to and involved in the management of their own learning.</li> </ul>	August In Service	SC with all staff	<ul style="list-style-type: none"> <li>• LPS documents</li> <li>• Learning environment review.</li> </ul>
Botriphnie- Finalise Play Policy and start to track individual achievements and skill progression through play via digital profiles	<ul style="list-style-type: none"> <li>• All learners will be able to talk about the skills they are developing through play in the Adventure Room.</li> </ul>	By Nov		<ul style="list-style-type: none"> <li>• Digital Profiling to record skills and wiggly worms.</li> </ul>
Newmill- continue to develop use of space and resources to support play pedagogy. PT to develop knowledge and understanding of play pedagogy through joint working with Botriphnie.	<ul style="list-style-type: none"> <li>• P1/2/3 learners will be able to talk about how they learn through play.</li> <li>• P1/2/3 learners will be able to talk about how they influence play.</li> </ul>	Ongoing	CW	<ul style="list-style-type: none"> <li>• Classroom environment</li> <li>• Play observations.</li> </ul>

Start to consult with all stakeholders to create a Newmill Play Policy outlining our approach.				
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:				

## MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Priority 3											
Summary of Priority: Raising in mathematics and numeracy through a focus on curriculum, learning and teaching at ASG level.											
Key links to Moray Education Priority Area(s):		<input type="checkbox"/>	Leadership of Change	<input checked="" type="checkbox"/>	Curriculum	<input type="checkbox"/>	Self-evaluation for self-improvement				
		<input type="checkbox"/>	Wellbeing, equity and inclusion	<input checked="" type="checkbox"/>	Learning, teaching and assessment						
NIF Priorities:			Corporate Plan:		Children's Services Plan:			HGIOS?4 QIs:			
<input type="checkbox"/>	Placing human rights and needs of every child and young person at the centre		<input type="checkbox"/>	Tackling poverty and inequality		<input type="checkbox"/>	Tackling child poverty		<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
<input type="checkbox"/>	Improvement in children and young people's health and wellbeing		<input type="checkbox"/>	Build a stronger greener vibrant economy		<input type="checkbox"/>	Improving the mental and emotional wellbeing of children and young people and their families				
<input type="checkbox"/>	Closing the attainment gap between the most and least disadvantaged children		<input type="checkbox"/>	Build thriving, resilient, empowered communities		<input type="checkbox"/>	Keeping children and young people safe				
<input type="checkbox"/>	Improvement in skills and sustained, positive school leaver destinations for all young people					<input type="checkbox"/>	Strengthening family support				
<input checked="" type="checkbox"/>	Improvements in achievement, particularly in Literacy and Numeracy					<input type="checkbox"/>	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity				
Actions		Outcomes for learners		Timescales	Responsible	Measures of success					
• Finalise ASG assessments with teacher feedback- still mistakes and feedback suggests F3 assessments for addition and subtraction, multiplication and division need further consideration to match benchmarks		• All learners will be able to articulate where they are in their learning and how much progress they have made across all numeracy and maths organisers.		Ongoing Meet in	ASG numeracy Pedagogy Team	• Assessments finalised/Answer keys checked • Learner attitude survey • Teachers to provide weekly Numeracy/maths play activity challenge during play and Fun 31 –monitor children's					

<ul style="list-style-type: none"> <li>Review our curriculum provision- Teachers to provide weekly opportunities/provocations for learners to foster a genuine curiosity in relation to mathematics and numeracy (Play/ Fun 31/SDL)</li> </ul> <p>Co-construct- SC with learners around what a 'Curious Carly Mind-set would look like in Numeracy and Maths play.</p> <p>ASG to create holistic assessment template.</p> <p>ASG to create a bank of provocations/ problem solving scenarios to build holistic assessment examples.</p>	<ul style="list-style-type: none"> <li>Most learners will feel motivated to improve and take responsibility or their own learning.</li> <li>Almost all learners at early level to demonstrate a 'Curious Carly' Mindset relation to maths and numeracy.</li> <li>Learners will have a shared understanding of the vocabulary of maths strategies.</li> </ul>	August		<p>interest in Aug/ Sept</p> <ul style="list-style-type: none"> <li>Work with children to consider how to make maths play engaging and plan/ evaluate activities together.</li> <li>Play observations.- (Idea Bubble Wall/</li> <li>Gather pupil voice as part of Fun 31/SDL/ Play plenary.</li> </ul>
<ul style="list-style-type: none"> <li>Provide more opportunities to highlight and explore the importance of maths and numeracy used in different careers, roles and industries.</li> <li>Link with DYW for Maths Week Scotland – 22<sup>nd</sup>-28<sup>th</sup> September- organise real world speakers to talk about maths within their job.</li> <li>Family learning opportunity – maths/numeracy in real life challenges. Mirror Reading Schools.</li> </ul>	<ul style="list-style-type: none"> <li>More learners to have a better understanding of link to maths and careers.</li> <li>Learners will have increased opportunities to apply mathematical learning in real life and relevant contexts.</li> </ul>		SC and all staff- numeracy event/week	<ul style="list-style-type: none"> <li>Pupil groups</li> <li>Planning Folders</li> <li>Wall displays</li> <li>Learning Walks</li> </ul>
<p><b><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></b></p>				

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Maintenance Agenda <i>(to be populated at school discretion)</i>				
Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
<b>Sustaining Reading Schools</b> <ul style="list-style-type: none"> <li>Reading Leaders to produce a plan with events across the session to sustain our commitment to reading for pleasure. This may include:-</li> <li>Authors Live</li> <li>Joint school themed reading event- like 'Empathy' Day with a different focus.</li> <li>Development of Outdoor Reading Area.</li> <li>Partnership Working – selection of Christmas Reading novels- developed for Term 3</li> <li>Book bag Event – CW to organise for Newmill and SC for Botriphnie</li> </ul>	<ul style="list-style-type: none"> <li>Sustain and raise ACCEL Reading levels via sustained focus on promoting reading for enjoyment.</li> <li>All children to be able to talk about Authors they enjoy and books they read for enjoyment to sustain reading attainment.- renew through Daily 5</li> </ul>	25/26	PT-CW	<ul style="list-style-type: none"> <li>Outdoor Reading Area is used Daily in both schools.</li> <li>All children have the opportunity o</li> </ul>
<ul style="list-style-type: none"> <li>Big Cat- continue to create bank of matching tasks for each books.</li> <li>Big Cat- continue to create proof reading tasks- support tools for writing agenda.</li> </ul>	<ul style="list-style-type: none"> <li>All children will have consistent opportunities to develop skills in understanding, analysing and evaluation texts within their reading curriculum.</li> </ul>	In workgroup for August and then to add throughout year.	MM to share resources all teachers to continue to add to bank	<ul style="list-style-type: none"> <li>Matching tasks for each title is accessible to all staff within workgroup</li> <li>All children have a reading folder with evidence of progress with matching tasks.</li> </ul>
<ul style="list-style-type: none"> <li>Parental Partnership and feedforward via Parent Council Fun 31/SDL- development of resources to support this in class and resources to support break and lunchtime play.</li> </ul>	<ul style="list-style-type: none"> <li>All children to access their right to play through the development of high quality play experiences.</li> </ul>	Term 1	All staff	<ul style="list-style-type: none"> <li>Resources purchased</li> <li>Play plan with experiences created.</li> <li>Children profiling skills they are developing</li> </ul>



				through Play either through Digital profiles
<ul style="list-style-type: none"> <li>PEF- Talkboost – groups identified based on transition week- populate pre and post assessment information on ICan tracker – next steps identified –value added to each pupil –both schools</li> </ul>	<ul style="list-style-type: none"> <li>Learners will benefit from targeted support to close early communication skills gap.</li> </ul>	Two Groups starting in August	Carole Whyte, SC	<ul style="list-style-type: none"> <li>All children will have been assessed.</li> <li>Target children identified.</li> <li>Ten week intervention delivered.</li> <li>Re assessed at end of block and scores recorded on I Can</li> <li>Next steps identified.</li> </ul>
<ul style="list-style-type: none"> <li>PEF- Early Intervention –preparation delivery of transition packs- pre-reading, pre-writing and HWB book. Story sacks could be updated as part of In-service for Support Staff-missing pieces.</li> </ul>	<ul style="list-style-type: none"> <li>All children to have the opportunity o develop pre writing, pre reading and numeracy skills.</li> <li>All parents to understand the kind of activities they can complete with their child to support attainment.</li> </ul>	Feb in-service	GL to make	<ul style="list-style-type: none"> <li>Issued throughout transition starting in Term 4</li> <li>Parents invited in to explain packs.</li> <li>Buddies to support children to play with packs in school.</li> </ul>
<ul style="list-style-type: none"> <li>PEF- use wider achievement tracker to identify children at risk of missing out- After school expressive arts club to start within Term1 and invite identified pupils. Book Group to come and Active School liaison around after school activities.</li> </ul>	<ul style="list-style-type: none"> <li>All children to access opportunities to take part in extracurricular activities</li> </ul>	Start term 1	SC with staff support to run clubs	<ul style="list-style-type: none"> <li>Tracker to indicate all children have the opportunity to build extracurricular achievement profile</li> </ul>
<ul style="list-style-type: none"> <li>Recognise and celebrate children achievements and commitment to school values via Over and Above Certificates.</li> </ul>	<ul style="list-style-type: none"> <li>Children to recognise the importance of their achievements and skills they are developing as a result of participation.</li> </ul>	Nov, Feb, June	SC with teachers	<ul style="list-style-type: none"> <li>Over and Above certificates to be issued three times a year- track and monitor children receiving.</li> <li>Botriphnie- Monitor Botriphnie Blether to ensure all children’s achievements are recognised and celebrated.</li> </ul>

<ul style="list-style-type: none"> <li>• Positive Relationship interactive policy to be completed</li> </ul>	<ul style="list-style-type: none"> <li>• All children to understand the schools approach to supporting positive wellbeing- RRSA, Restorative practices, Solution Orientated approached.</li> </ul>		SC with rights Respecting school group	<ul style="list-style-type: none"> <li>• Voice notes to be added to thinglink to explain all areas</li> <li>• Shared via website and with parent Council- pupils to present</li> </ul>
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### School Context and Overview

Roll

	<u>Physical Capacity</u>	<u>Functional Capacity</u>	<u>Attendance</u>	<u>Exclusions</u>	<u>LAC</u>	<u>ASN pupils</u>	<u>SIMD profile</u>	<u>Staffing</u>	<u>Vacancies</u>	
21	66	50	95.47%	0	2	33%	7	1		Full time PT

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 21 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 has an Acting Principal Teacher (appointed March 2024) and our SfL teacher has been absent long term.

- 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. Children have been learning about sustainability through visits to local bee hives. This has been arranged through parental and wider community support. Drummuir Estate has supported Botriphnie Primary to benefit from/ get involved with 'Scottish Invasive Species initiative (Mink monitoring) this session.

The school has an active Parent Council and benefits from strong parental and community involvement. At a 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 demonstrates community affiliation. As a result, all parents and a wide range of community members attend events such as Christmas Concerts at Botriphnie Parish. All parents are supporting a celebration event in June 2025 to mark 150 years of Botriphnie Primary School. 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. We have been awarded a new shed to store PE and outdoor learning equipment. This session, parents nominated Botriphnie Primary as 'School of the Year'. We were delighted to have been shortlisted for Moray and Banffshire Hero Awards

# Priority 1

Third year of building and sustaining a reading culture to raise attainment in literacy. Second year of refreshing our writing curriculum to raise attainment in writing.

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Curriculum                      |
| <input 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?4 QIs:	
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre		<input type="checkbox"/> School and ELC Leadership		<input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity	<input type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 2.1	
<input type="checkbox"/> Improvement in children and young people’s health and wellbeing		<input checked="" type="checkbox"/> Teacher and practitioner professionalism			<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 2.2	
<input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children		<input checked="" type="checkbox"/> Parent/carer involvement and engagement		<input type="checkbox"/> <u>P2</u> : Tackling child poverty	<input checked="" type="checkbox"/> 1.3	<input checked="" type="checkbox"/> 2.3	<input type="checkbox"/> 3.1
<input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people		<input checked="" type="checkbox"/> Curriculum and assessment		<input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing	<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4	<input checked="" type="checkbox"/> 3.2
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy		<input type="checkbox"/> School and ELC Improvement		<input checked="" type="checkbox"/> <u>P4</u> : Strengthening family support	<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.5	<input type="checkbox"/> 3.3
		<input type="checkbox"/> Performance Information		<input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes		<input type="checkbox"/> 2.6	
						<input type="checkbox"/> 2.7	

## Progress and Impact

Bottriphnie Primary School continues to benefit from the work of the pupil leadership group 'Reading Stars.' Together with parents and partners, they work towards Reading Schools' accreditation through implementation of a clear strategic action plan to implement change. As a result, we continue to build and sustain a strong whole school reading culture to support and raise attainment in literacy, with reading for pleasure at the heart of our approach. In February 2025, Bottriphnie Primary achieved Gold Reading Schools Status. As a result of 'Reading School' activity, almost all children identify as readers and are able to choose and find books they enjoy. We now recognise and reward pupil and family reading achievement to sustain motivation. Reading is important within our school community and there are safe and comfortable places for our children to read, as well as access to books throughout our community. Across the school, almost all children attain national levels in reading. In writing, there is evidence all children's narrative and storytelling skills are developing as a result of their exposure to stories and books. We continue to build on last session's professional learning and are in our second session of reviewing, refreshing and implementing a new writing curriculum, in line with our informed awareness of current educational thinking. To support professional judgments and clarify expectations around standards, we have been creating levelled progressions for each text type and creating a bank of moderated pieces of pupil work to exemplify expectations at each level for three genres. All staff report to feel more confident in their professional judgment. The majority of children demonstrate a growing ability to identify key features of genres. Most children demonstrate a clearer understanding of the levels they are achieving in writing through the introduction of 'cold' and 'hot' assessments this session. All teachers report to have a clearer understanding of how to provide feedback to move learning forward. As a result, most children are developing their ability to set appropriate targets within a variety of genre (exposition, discussion, recount). The majority of children report the approach is supporting them to produce more high quality pieces of writing, demonstrating a developing ability to articulate word level and sentence levels decisions they have made, based on teaching input.

## Next Steps

- Continue to develop our writing curriculum through listening and talking –there has been a delay in accessing new listening and talking resources to support 'talk for writing' – impacting on progress within this area of literacy- review use of Daily 5 to develop talk for writing
- Continue to create our bank of moderated pieces of pupil work to exemplify expectations at each level- remaining text types. Use these to continue to support learners to develop skills to self and peer assess- supporting target setting and progress-aiming to move to almost all
- Develop holistic assessment- more opportunities for children to apply writing skills- create a bank of visuals to support
- Spelling Data demonstrates a greater need to - focus on tools- early intervention to support tools for writing through a focus on parental engagement in 25/26 at P1 and P4

## Priority 2

*Second year of enquiry based approaches to establish a shared understanding of what makes great teaching (PUP).*

*Aim- All learners develop and become confident in the use of vocabulary to describe their learning.*

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

☒ Learning, Teaching and Assessment

☐ Curriculum

☒ Empowering leadership at all Levels

☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input checked="" type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<div> <input type="checkbox"/> 2.1  <input type="checkbox"/> 2.2  <input checked="" type="checkbox"/> 2.3  <input checked="" type="checkbox"/> 1.3  <input type="checkbox"/> 1.4  <input type="checkbox"/> 1.5  <input type="checkbox"/> 2.6  <input type="checkbox"/> 2.7           </div> <div> <input type="checkbox"/> 3.1  <input checked="" type="checkbox"/> 3.2  <input type="checkbox"/> 3.3           </div>

## Progress and Impact

Botriphnie's Interactive Learning Pit was launched in Oct 2024. It empowers all children to have a say in the quality of their learning experience and how to improve. It is effectively promoting a whole school approach to measuring progress leading to sustainable improvement in learning and wellbeing. Throughout 24/25 we continue to develop a sustainable approach to ensuring UNCRC Rights sit at the heart of school life via the introduction of 'Ria the Rights Rabbit'. As a result, our evaluation of wellbeing tells us that almost all children feel they learn in a safe and inspiring place, where they are respected, their talents are nurtured and they are able to thrive. All learners are able to identify and describe their learning qualities, using ninjas, to articulate progress and achievement. Parents are now routinely sharing personal achievements, using our shared language, as documented in monthly Botriphnie Blether. Teachers continue to commit to professional learning through a focus on 'Power Up Your Pedagogy'. As a result of professional development activity, all teachers have developed their understanding of the stages of 'practice', how this links to solo taxonomy and how we can use this to support independence in learning across all stages. As a result, most learners feel empowered to influence and participate in decisions about approaches relating to 'how' they learn as well as to describe the progress they are making with 'what' they are learning via the use of 'the learning pit' and the PUP differentiation grid. Almost all learners report on whether learning experiences achieve the 'goldilocks effect' and demonstrate a growing ability to identify next steps using learning pit. Teachers identify individual professional learning needs and take part professional learning to improve their practice. All staff have taken part in professional learning this session to support transition to digital profiling from Moray LearnTech Team. Digital Profiles for each pupil have been created and a learning session for pupils planned to track progress through the pit across the four contexts. Pupils have started to add learning experiences with achievements to build a profile of progress.

## Next Steps

- Next – continue to develop learner participation and ownership via the development of digital profiles. This aim is to document progress, across the four contexts, using individual profiles to record attainment and achievement over time- throughout 25/26.
- Continue to improve, build and sustain the quality of learning and teaching across our school (commitment to 'Power Up Your Pedagogy') using peer observation toolkit and pedagogical coaching. Whole school focus to ensure our vision is a sustainable reality- focus next session will be:-Expectations, Behaviour and Relationships- focus on use of non-verbal cues, Questioning, Spotlight Assessment, Plenary Review.



# Priority 3

Summary of Priority: **ASG approach to raising attainment in numeracy**

- ☉ All staff to make effective use of data to inform learning, teaching and professional judgements.
- ☉ All learners to experience increased support and challenge within their numeracy curriculum.

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

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input checked="" type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<div> <input type="checkbox"/> 2.1  <input type="checkbox"/> 2.2  <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"/> 2.7           </div> <div> <input type="checkbox"/> 2.3  <input type="checkbox"/> 2.4  <input type="checkbox"/> 2.5  <input type="checkbox"/> 2.6           </div> <div> <input type="checkbox"/> 3.1  <input checked="" type="checkbox"/> 3.2  <input type="checkbox"/> 3.3           </div>

## Progress and Impact

Botriphnie Primary School now hold individual data tracking attainment and progress across all maths and numeracy organisers for the last four sessions. This session, the ASG spreadsheet has been updated further, based on teacher feedback, to support teacher professional judgement at ASG level. This is supporting data driven dialogue around progress and attainment over time. Teachers report increased confidence levels and can articulate how their planning is more responsive using assessment results. To support partnership working, this is shared with parents via reports and digital profiles to provide more detailed data around progress and next steps. This session, the ASG is in a position to share P7 data to support an effective numeracy 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 and take responsibility for the progress they are making. Learners can articulate whether their numeracy and maths lessons have had the 'goldilocks' effect and set targets based on performance. 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 at first level. We recognise that application of numeracy and maths skills will continue to be a focus of our moderation activity as will further development of numeracy profiles to include tracking strategy development.

## Next Steps

- Develop our curriculum to ensure children are offered the opportunity to problem solve through rich tasks- via play pedagogy. Develop curriculum offer to provide all learners with the opportunity for creativity and enjoyment whilst reinforcing the use of mathematics in the outside world.
- Moderation- planning for high quality assessment -Plan to create holistic assessments across early and first level- thinking about the role of play pedagogy.
- Ensure all learners build a numeracy and maths profile to support transitions and continued progress –use strategy booklets and overviews with pupils
- Mirror Reading Schools success- consider- how do we promote and celebrate success and achievement with numeracy and maths?

**Moray Council**  
**Education, Housing & Communities**

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

**Telephone:** 01343 563374

**Email:** [education@moray.gov.uk](mailto:education@moray.gov.uk)

**Hours:** 8.45am - 5.00pm Monday to Friday

**Website:** [www.moray.gov.uk](http://www.moray.gov.uk)

<b>Moray Council A-Z</b>		
Active Schools	Email:	<a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>
Additional Support for Learning	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx">https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx</a> <a href="http://www.moray.gov.uk/moray_standard/page_53021.html">www.moray.gov.uk/moray_standard/page_53021.html</a>
After School Clubs	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	<a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>

Childcare	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	<a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	<a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>
Clothing Grants	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
<b>Moray Council A-Z</b>		
Data Protection	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_75569.html">www.moray.gov.uk/moray_standard/page_75569.html</a>
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52991.html">www.moray.gov.uk/moray_standard/page_52991.html</a>
Disability & Inclusion	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">www.moray.gov.uk/moray_standard/page_43019.html</a>
Early Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_56925.html">www.moray.gov.uk/moray_standard/page_56925.html</a>
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">www.moray.gov.uk/moray_standard/page_42682.html</a>
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	<a href="mailto:EMAMoray@moray.gov.uk">EMAMoray@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_40540.html">www.moray.gov.uk/moray_standard/page_40540.html</a>
Exclusion from School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53001.html">www.moray.gov.uk/moray_standard/page_53001.html</a>

Free School Meals	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
Grants and Bursaries	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a>
Home Education	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53000.html">www.moray.gov.uk/moray_standard/page_53000.html</a>
Instrumental Instruction	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a>
Placing Requests	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a>
Race & Equality	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
School Meals	Telephone:	01343 557086
	Email:	<a href="mailto:schoolmeals@moray.gov.uk">schoolmeals@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55540.html">www.moray.gov.uk/moray_standard/page_55540.html</a>
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a>
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	<a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>

