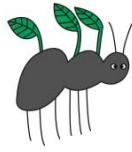




Respect



Teamwork



Excellence



Responsibility

Hopeman Primary School Handbook



T.E.A.M

Together Everyone Achieves More



EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT

Ambitious to Achieve Excellence *Together*

INTRODUCTION

This handbook has been produced for the parents of pupils and prospective pupils of Hopeman Primary School.

We hope you will find the information useful and informative. We have an open door policy here at Hopeman so please do not hesitate to contact us if you have any further questions.

School Times:

Opening time:	All classes	8.55am
Finishing times	All classes	3.00pm
Morning Interval:	All classes	10.35am – 10.55am
Lunch Interval:	P1 - P3	12.35pm - 1.20pm
	P4 – P7	12.45pm - 1.30pm

Nursery Times:

AM Nursery:	8.40am - 11.50am
Flexi start:	8.40am – 9.00am
Flexi finish:	11.40am -11.50am
PM Nursery:	12.40pm -1.00pm
Flexi start:	12.40pm-1.00pm
Flexi finish:	3.40pm -3.50pm

Contact Details:

School Address:	Hopeman Primary School School Road Hopeman Moray IV30 5TQ
Telephone:	01343 830281
Information Line	0870 054 9999 PIN 031260
Fax:	01343 835152
E-Mail:	admin.hopemanp@moray-edunet.gov.uk
Moray Council:	www.moray.gov.uk
School Website:	www.hopeman.moray.sch.uk

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

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 & Social Care, or the Moray Council Internet site www.moray.gov.uk/moray_standard/page_47236.html. This booklet is also available in other languages.

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

SCHOOL TERM AND HOLIDAY DATES (all dates inclusive)	
Autumn Term starts	<i>In-Service Closure – Monday 13th August 2018</i> Tuesday 14th August 2018
Autumn Term ends	Friday 5th October 2018
<i>Autumn Holiday starts</i>	<i>Monday 8th October 2018</i>
<i>Autumn Holiday ends</i>	<i>Friday 19th October 2018</i>
Winter Term starts	Monday 22nd October 2018
	<i>In-Service Closure: Monday 12th November 2018</i>
	<i>In-Service Closure: Tuesday 13th November 2018</i>
Winter Term ends	Friday 21st December 2018
<i>Christmas Holiday starts</i>	<i>Monday 24th December 2018</i>
<i>Christmas Holiday ends</i>	<i>Friday 4th January 2019</i>
Spring Term starts	Monday 7th January 2019
	<i>Mid Term Holiday:</i>
	<i>Friday 8th February - Monday 11th February 2019</i>
Spring Term ends	Friday 29th March 2019
<i>Spring Holiday starts</i>	<i>Monday 1st April 2019</i>
<i>Spring Holiday ends</i>	<i>Friday 12th April 2019</i>
Summer Term starts	Monday 15th April 2019
	<i>Good Friday : Friday 19th April 2019</i>
	<i>May Day Holiday: Monday 6th May 2019</i>
	<i>Occasional Day : Tuesday 7th May 2019</i>
Summer Term ends	<i>In-Service Closure: Thursday 16th May 2019</i> <i>In-Service Closure: Friday 17th May 2019</i> Friday 28th June 2019

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WELCOME

Dear Parents/Carers

On behalf of pupils, parents and staff, I would like to welcome you to Hopeman Primary School.

Hopeman village is situated on the shore of the Moray Firth, situated 7 miles from the large town of Elgin. You will find Hopeman School in the centre of the village. We are a non-denominational school which currently provides education for 170 pupils. We serve the communities of nearby Duffus and Cummingston. The Moray Council contracts buses to transport children to Hopeman Primary School from Duffus and the surrounding countryside.

We have a very well equipped Nursery that offers places to three and four year old children. Hopeman Primary School Nursery is situated within the main school building. At present we offer 20 morning and 20 afternoon places.

We value our partnership with parents and we look forward to working with you and your child/children as you begin an exciting learning journey with us at Hopeman Primary.

I hope this booklet provides you with everything that you will need to know about our school. However if you have any further queries, no matter how small, please do not hesitate to contact me.

Yours sincerely

Georgina Young

Georgina Young
Acting Head Teacher

Principal Teacher	Cath Browne
Class Teachers	Amy Brough Sophia Chin Sarah Donaldson Emma Hendry Catriona Highmore Lacey MacDonald Aoife Irwin
SfL Teacher	Marianne Davidson
Primary School Administrator	Lorna Jack
Support Staff	Lorraine Hall Ann Baxter Jamie Naismith Emily Sayle Margaret Sutherland
Nursery Staff	Claire Hogan Angela Cant Christine Jardine Alison Williams
Janitor	Iain Netherwood

WHAT WE AIM TO DO

Our General aim for the children of this school is to provide a secure, happy and stimulating environment within which effective learning and teaching can take place. In order to achieve this we aim to provide a curriculum which is varied in its learning experiences, provides a balance of content and allows and ensures that each child progresses at a rate appropriate to his/her age, aptitude and ability, but achieves his/her highest potential.

We hope that by continued discussion of local and national documents and by evaluation of what we do, we will take account of the ever changing society in which our children will take their place.

This means that we are constantly trying to provide a curriculum which caters for all our children's needs, not merely intellectual but also spiritual, physical, moral and emotional. We frequently use the environment in which we live to provide our children with meaningful situations.

Our curriculum requires constant review. As part of the review process all schools have a School Improvement Plan which sets out their priorities for the coming year. This is available in Appendix B.

Hopeman Values

RESPECT

We are helpful and have good manners



TEAMWORK

We work together



RESPONSIBILITY

We take turns



EXCELLENCE

We do our best



SCHOOL AIMS AND VISION

Our whole school community was involved in creating our school vision. Our vision is to work together. We have a school motto **T.E.A.M** Together Everyone Achieves More. Our aims are to **CREATE, CONNECT** and **CHALLENGE**.

CREATE a place of learning where children are Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected, Included.

CONNECT our learning with real life

CHALLENGE our thinking

We have a clear vision for the school: where all members will effectively learn the skills that prepare them for life, develop positive partnerships with the school and wider community and regularly celebrate success. We are a Rights Respecting School and are currently working towards achieving our Level 2 award.



ENROLMENT

The 1981 Education (Scotland) Act gives parents rights in choosing the school at which they wish their child to be educated. Information can be obtained from the Head Teacher.

Each year during the 3rd week of January parents are requested to **register** their child for education at the local Primary School. At the same time as registering, parents can **enrol** their child for a place in their local school or receive information about making a request for a place in another school of their choice. Parents and pupils are welcome to visit the school before making their choice.

Parents should bring the child's birth certificate with them at the time of registration.

All Primary 1 pupils starting in August will participate in an induction programme which should ensure a smooth entry to school.

Senior pupils act as "buddies" to support and assist the new pupils become familiar with the school environment.

CLASSES

Children are grouped in classes according to age and numbers of children. Your child may be placed in a single stage class with a maximum of 33 pupils (25 in P1, P2 & P3) or in a composite class with a maximum of 25 pupils. Pupils are allocated to composite classes as sympathetically as possible to provide the best educational opportunities, social harmony and emotional stability.

In forming new classes, full account will be taken of existing successful groupings of pupils. Language and /or mathematics groupings are used as the basis for decision as to which class pupils are allocated.

SCHOOL UNIFORM

The wearing of school uniform is actively encouraged. We encourage pupils to dress smartly and to look their best. On formal occasions such as festivals, concerts, visits, when a child is 'representing' the school, formal uniform, a light blue shirt/blouse and a school tie, must be worn.

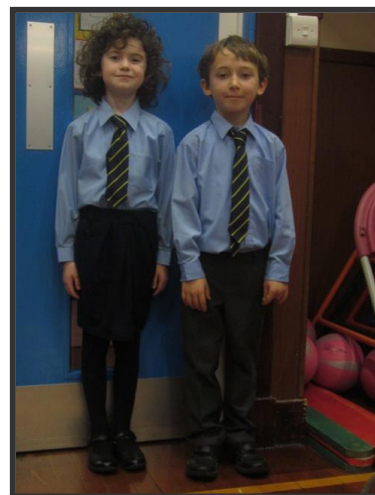
BOYS

The school uniform comprises:

- Navy jersey, pullover or school sweatshirt
- Light blue shirt or polo shirt
- Navy or charcoal grey trousers
- Black shoes
- School tie when wearing a shirt

GIRLS

- Navy jersey, cardigan or school sweatshirt
- Light blue blouse or polo shirt
- Navy skirt or pinafore
- Navy or black/charcoal grey straight legged trousers
- White knee or ankle socks or dark coloured tights
- Black shoes
- School tie when wearing a blouse.



Dressed for Success

In the summer time girls in the early stages may wear blue/white checked dresses.

TRANSITIONS

Starting Primary 1

We aim to make the entry of pre-school pupils to full-time education as smooth as possible. We recognise the important role parents play in this process and aim to develop a close home/school partnership for the benefit of your child.

In term 4, there is a full induction programme for parents and children entering P1 that includes a wide range of activities and visits. Each P1 pupil is given a Buddy i.e. a pupil from P7 who becomes the child's friend after the Summer break.

There is an evening for parents in May/June followed by a Meet the Teacher/curriculum evening in September.

Children attending nurseries/pre school centres outside of Hopeman Nursery will be fully included in this transition process and P1 teachers will also visit/liaise with staff at these centres.

Transfer to Secondary School

The majority of pupils in P7 transfer to Lossiemouth High School in August of each year. There are a series of information meetings for parents and pupils held towards the end of Primary 7. There are also induction days at the High School so that pupils become familiar with the school, its layout and some of their new teachers. It is also an opportunity for pupils to meet children from other schools who will be starting at the same time. There are enhanced transitions for pupils who have additional needs which need to be supported. Parents can also choose Elgin Academy but this is out of zone and parents would be required to provide their own transport.

The addresses and telephone numbers of the secondary schools are as follows:-

Lossiemouth High School	Tel: 01343 812047
Elgin Academy, Morrision Road, Elgin	Tel: 01343 543485

Class transitions

During one of the days when our P.7 pupils are visiting Lossiemouth High School, we organise a "Meet your new Teacher" when pupils spend a session with the teacher they will have following the Summer break. This is a great opportunity for the children and the teachers and all benefit from the "Getting to Know You" activities.

ABSENCE

Attendance

All parents are reminded that they are required by law to ensure that their children attend school regularly.

Illness

If a child is absent through illness, parents/carers must contact the school as soon as possible on the morning of any absence. If we have not received notification of a child's absence by 9.00am, we will telephone parents/carers. This is done with the best of intentions as when a child fails to turn up for school, we wish to know that he/she is safe at home and has not gone missing on the way to school. You can contact us either by telephone or leave a message on the school information line.

Hospital/Clinic Appointments

Again, we ask that advance notice of an appointment should be passed on to the school. In the interest of safety we do not allow pupils to leave school to meet a parent for an appointment, so during school hours, the pupil must be collected from school.

Holidays

In Scotland, parents do not have the legal right to keep pupils off school to accompany them on holiday. Such holidays will be classified as unauthorised absences from school.

Where parents have no control over the dates of their annual leave, children can be granted up to a fortnight of authorised absence, within any 12 consecutive months. 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.

It is not the policy of this school to provide children with work to complete while they are on holiday during term time.

In taking children out of school in term time, parents should be aware of the potential impact on their children regarding teaching time in key subjects that is lost.

School Telephone Information Line

HOPEMAN PRIMARY SCHOOL INFORMATION LINE - INSTRUCTIONS FOR USE

1. Dial **0870 054 9999**
2. Enter your school's PIN number: **031260**
3. You will get a confirmation message: **"Selected Hopeman School"**

You will then enter a menu system:

- Press **1** - to hear severe weather information
- Press **2** - to leave a non-urgent message
- Press **3** - to hear general school information
- Press **4** - to enter a different school PIN number
- Press **#** - to end call



CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work**.

Curriculum for Excellence is **not** a 'one size fits all' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and there are plans already in place for parents across the country to have access to Glow in due time.

A factfile about the 'Curriculum for Excellence' for parents/carers which provides a more comprehensive overview of CfE (and an explanation of the terms used) is available from the office. You can also access further information about the curriculum and supporting your child on:

<http://www.LTScotland.org.uk/Parentzone>
<http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>
<http://www.educationscotland.gov.uk/parentzone/resources/index.asp>

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

CURRICULUM LEVELS

These describe the progression in learning and development of children and young people from age 3-18 years. In brief, these are:

- **Early Level** - pre-school through to end of Primary 1.
- **First Level** - through to the end of Primary 4.
- **Second Level** - through to the end of Primary 7.
- **Third and Fourth Levels** - Secondary 1 - 3.
- **Senior Phase** - Secondary 4 - 6.

As a very general guide, children are expected to be at Second Level, and beginning to learn and develop at Third Level, as they make the transition from Primary into Secondary Education.

Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependant on individual circumstances and needs.

EXPERIENCES AND OUTCOMES (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using interesting topics e.g. Vikings, World War 2, Minibeasts, etc. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills.

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

Key areas of Education

Literacy across learning,
Numeracy across learning and
Health and Wellbeing across learning

Experience - describes the **learning activity** taking place.

Outcome - describes **what the learning will achieve**. E.g. Knowledge, understanding, skills, awareness and attitudes.

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge in addition to developing skills and understanding. The following website page has more information on other subjects and knowledge covered by the curriculum:

<http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

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

CURRICULAR AREAS

There are 8 curricular areas that children will study under a Curriculum for Excellence:

Language, Mathematics, Social Subjects, Science, Expressive Arts, Religious and Moral Education, Health and Wellbeing and Technologies.

Each curriculum area is planned using experiences and outcomes. These describe the knowledge, skills, attributes and capabilities of the four capacities that young people are expected to develop.

Literacy and Languages

This consists of listening, talking, reading and writing.



Listening and Talking

We provide children with a range of opportunities to discuss and listen to others. They are encouraged to convey messages and talk clearly to adults and other children. Pupils will listen to a wide variety of media including T.V., radio, C.D. and stories read by teachers and pupils.

Reading

Oxford Reading Tree provides the core reading experiences for our pupils in the early stages and Tree Top novels for our pupils in the upper stages. We also have a selection of extension and supplementary readers which provide support and consolidate vocabulary and comprehension. Pupils will read a wide range of fiction and non fiction materials. Reading for pleasure is encouraged through our school library and regular events such as World Book Day.

Children will learn about the skills of predicting, clarifying, summarising and questioning, through our Reciprocal Reading approach.

It is important for parents to show interest by hearing their child's reading and encouraging them to read for pleasure at home too.

Spelling

We follow a programme in the early stages called 'Jolly Phonics' and an active spelling programme in the upper stages which provides a set of progressive spelling words and activities.

Writing

Children are taught technical skills of handwriting, spelling, punctuation and grammar. They also learn about the 6 genres in writing: Report writing, Recount, Procedure (instructions), Narrative, Persuasion and Explanation.

Pupils learn to write across the curriculum and for a variety of purposes. Success in writing is celebrated regularly in class.

MODERN LANGUAGES

We teach French from P1. The main aim is to offer the opportunity to sample a foreign language and to learn about and use everyday French in a relaxed, informal atmosphere. We introduce a second language in P6 and P7

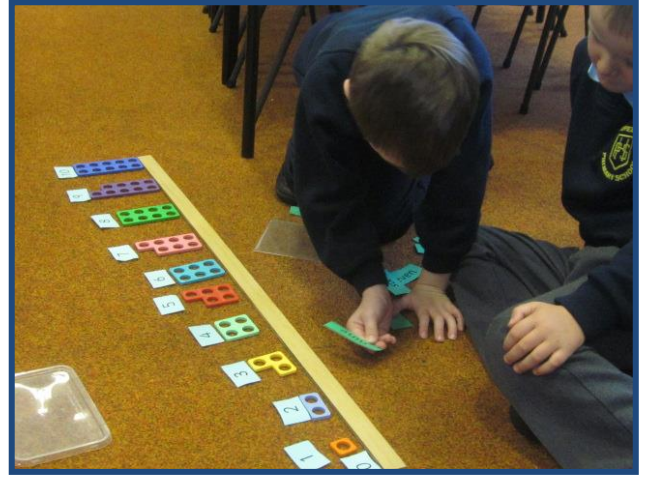
MATHEMATICS AND NUMERACY

Maths is important in our everyday life. It equips children with the skills they need to interpret and analyse information, simplify and solve problems in familiar and unfamiliar contexts, assess risk and make informed decisions.

Children are also given the opportunity to solve problems, use calculators, computers and handle information in different ways.

We use a wide range of resources for Maths lessons such as textbooks, worksheets, interactive whiteboard, computers, programmable toys and the outdoors.

Practical, real life experiences are provided wherever possible and we place a strong emphasis on developing mental calculations/strategies.



SOCIAL SUBJECTS

Through Social Subjects children acquire knowledge and understanding of the world and learn skills that will enable them to interact effectively with it. Children will develop their understanding of the world learning about other people and their values in different times, places and circumstances.

Pupils may take part in trips/visits to enhance their learning. We are very lucky to have the beach nearby which we make full use of for children's learning.



SCIENCE

Through learning in the sciences children develop their interest in, and understanding of, the living, material and physical world. They experience a wide range of collaborative and investigative tasks which allows them to develop important skills to become creative, inventive and enterprising.

Pupils will experience lessons about living things, energy and forces and earth and space. They will also develop a range of skills through problem solving, practical experiments, research and reading information.



EXPRESSIVE ARTS

Music, Art and design, Drama and Dance make up the Expressive Arts. Learning through Expressive Arts provides children and young people with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas. Participation enables children and young people to experience and enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others.

We encourage children to achieve high standards by displaying work around the school and regularly allowing children to present their work to larger audiences, which allows children to develop their skills, abilities and talents.

We have visiting specialists who come to Hopeman weekly. Primary 4-7 children benefit from specialist teaching in Music and P.E.

All P5 pupils receive recorder lessons from a visiting teacher once a week.

Instrumental tuition is offered to pupils who are interested and who show the necessary aptitude. This tuition can be given when a vacancy arises in the time allocated to the school. At the moment violin, cello and flute tuition is provided.



RELIGIOUS AND MORAL EDUCATION

In R.M.E, children learn about Christianity, other World Religions and Personal Search. Children develop an understanding of respect and care for others as well as looking at Moral education and the study of rules, right and responsibilities.

We have a weekly whole school assembly. This assembly promotes morals, religious observance, world religions and the celebration of individual and team success. Pupils are recognised for good work and citizenship with a Worker of the Week Certificate and a Head Teacher sticker. Photographs are displayed on our achievements board.

Every fortnight a different class plans and leads assembly. Parents/carers are invited to join us and the Parent Council provides refreshments.

All religious observance is non-denominational. Parents have the right to withdraw their child from our Religious Worship Programme and they must let the school know in writing if they wish to do so.



HEALTH AND WELLBEING

Hopeman Primary School is a Health promoting School and we encourage pupils to make healthy choices.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

We work closely with health professionals and other agencies to deliver these themes.

Pupils receive 2 hours of Physical Education. In the interests of safety and freedom of movement, children should wear the following:

Close fitting T-shirt, preferably plain/self coloured

(Coloured T shirt in 'house 'colours are available from reception for those who wish to purchase)

Games shorts, plain/self coloured

Black or white gym shoes (not trainers)

Football tops are not permitted.

Pupils should not wear jewellery to school for P.E. as it could cause them an injury.

They will be asked to remove or cover up anything which could cause harm to themselves or others. The school will not take responsibility for jewellery that is lost or damaged.

If ear rings can not be removed by pupils, then they will be covered using the appropriate micro pore tape.



TECHNOLOGIES



Information and Communication Technology (ICT) is growing at a rapid pace, with new technologies being invented continuously. Our school is well equipped to integrate ICT within classroom practice.

As well as each class having a networked lap-top and PC, pupils are timetabled weekly for our computer suite. Children also have access to netbooks in the classroom.

and video-cameras to

Moray school networks are including research and parental permission is regularly on our school



Interactive whiteboards are used in all class areas and pupils also have the opportunity to use cameras record events and areas of their learning.

provided for pupils to do school related work, communication with others. For internet access, required. Children write blogs on their learning website.

INTERDISCIPLINARY LEARNING

Children will have experience in all these curricular areas during the course of a session. Many lessons/activities will cover several of these areas as we build in cross-curricular themes and interdisciplinary learning into our work.

SCHOOL VISITS

Visits are usually related to topic/theme work. We appreciate the help of parents on all visits, both from the safety angle and the sharing that we do with you during the outing. We are always looking for helpers.

We adhere very strictly to our policy of seeking parental permission for **all** out of school activities and we need your help with this.

P6 and P7 pupils have the opportunity to attend a residential stay at Altnacriche or Loch Inch.

Any payment for costly school trips can be made by instalments over a period of time.



HOMEWORK

Homework in reasonable amounts will be given on a regular basis. Homework is given to pupils for a number of reasons:

- To provide more practice in a topic introduced in school
- To encourage pupils to become more independent learners
- To make parents more aware of their child's work in school
- To provide parents with an opportunity to share in their child's learning.

Homework can only be of help to children if parents support us by encouraging their child to complete it to the best of their ability. It can include reading practice, other language activities, maths and activities linked with topic work.

Pupils are expected to be responsible for their homework. They should know what the class teacher has given them to do and know the timescale set. Children from P4-7 have a homework diary where they record their homework. It is helpful if parents can initial work completed at home by the child, as this gives the class teacher an indication of whether the parent is aware of what has been set.

ADDITIONAL SUPPORT FOR LEARNING

The Additional Support for Learning Act, 2004 introduced a new statutory framework for supporting children and young people in their school education and their families based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

It is likely therefore that the majority of children and young people will need additional support at some point in their educational career.

SUPPORT FOR PUPILS

The main role of support for learning is to assist pupils within identified groups in the classroom situation with specific, identified educational needs. Sometimes pupils will be withdrawn from class work, if it is felt that more individualised support is needed. Support for Learning is available to all pupils.

Parents will be informed if Support for Learning is deemed appropriate for their child. They will be offered the chance to come to school to discuss any concerns they may have with the Class Teacher. Mrs Davidson, our Support for Learning Teacher and Mrs Young, Acting Head Teacher, are available to discuss any concerns.

Enquire is the Scottish advice service for Additional Support for Learning. Enquire offers independent, confidential advice and information on Additional Support for Learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

NAMED PERSON

As part of the national **Getting right for every child** (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a **Named Person** to help them get the support they need. In primary schools the Head Teacher is usually the **Named Person** and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers usually become the **Named Person**. The **Named Person** 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.

The **GIRFEC** approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach 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* (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The **Named Person Service** supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your **Named Person** by phone, email or alternatively a letter marked for the attention of your Named Person.

Mrs Georgina Young email: admin.hopemanp@moray-edunet.gov.uk

ASSESSMENT AND REPORTING

Assessment is used to help plan next steps as well as to inform parents of their child's progress.

Throughout each session teachers will undertake a variety of formative assessment strategies with every pupil. These will provide the evidence for the next steps in learning and hence the term 'Assessment for Learning'. At the end of blocks of work or at the end of a term/session teachers will carry out 'summative assessments' to confirm that pupils have effectively learned particular areas of work. Summative assessments allow teachers to report on pupil's progress to other teachers and to parents.

To ensure pupils are progressing satisfactorily they will be assessed regularly. These assessments will be diagnostic as well as measuring progress. Teachers will then act upon the information their assessment reveals thus ensuring the needs of each individual pupil are met.

As well as teacher judgement we use computerised assessments. Children in P2, P3, P5 and P6 undertake INCAS assessments. These are used to track pupil progress as well showing areas of strength and highlighting where pupils are having more difficulty. Children in P1, P4 and P7 undertake the Scottish National Standard Assessments. These are nationally standardised assessments which are used as part of routine learning and teaching to help teachers understand how well your child is progressing and to plan next steps. Staff meet with the Head teacher and Support for Learning termly to track progress.

Pupils are continually involved in their progress in learning, through dialogue with the teacher and also with their Personalised Learning Plans. P.7 pupils create an online learning profile for moving in to S1 and all children contribute to the reporting process. Parent Evenings are held in the Winter and Summer terms.

REPORTING

Reports will be issued 4 times per year. The first report should be sent home before the end of November and the final report should be sent home by the end of May. Reports will be staggered over a 2-3 week period allowing children and teachers to collaborate fully on each report. The final report in May will include a teacher comment.

Learning outcomes will be shared at the beginning of the term with the children and their families through the school website. It will be some of these learning outcomes that will be reported on using the new reporting format.

There are two parent evenings throughout the year where parents can discuss their children's progress with the class teacher. It is stressed however that you are welcome to contact the school at any time should you have cause for concern or wish to discuss your child's progress.

CELEBRATING ACHIEVEMENT

We encourage children to share their successes and achievements with us. This includes those achieved outside of school i.e. at clubs or activities attended.

Children have the opportunity to share these experiences during assemblies. Our Primary 7 pupils collect and record details of these by camera/video and they are displayed on the plasma screen in reception or on the Achievements Board in reception.

Further information on the successes of our school can be seen in the Standards and Quality Report in Appendix C.

Information on Hopeman (and other schools) performance can be obtained at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>



ETHOS AND BEHAVIOUR

Our school ethos is based on a climate of openness and honesty in all that we do. We want Hopeman Primary School to provide a place of learning which is safe, happy, stimulating and welcoming for all learners, teachers and visitors.

Each member of our community is valued as an individual and supported to develop to his/her full potential according to their personal, social, emotional, as well as academic needs.

We encourage each member of our school community to treat each other with respect. We promote an ethos of achievement where success is celebrated and positive behaviour is recognised.

We believe it to be essential if the life and work of our school is to go on happily and successfully, for a high standard of behaviour to be established and maintained.

At Hopeman Primary School we believe that it is essential to promote positive behaviour. As much as possible we do this through a system of 'Praise and Reward'. Children all work towards becoming Super Improvers and once a week each class teacher selects up to 3 children for displaying the four capacities. These pupils are presented with a certificate and a Head Teacher's Award at the weekly assemblies. Pupils may receive a reward for being a...

- Successful Learner
- Effective Contributor
- Confident Individual
- Responsible Citizen

BUILDING RELATIONSHIPS

We are proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. Within school we:

- display and promote our values through how we behave, through discussion and consistent application
- involve pupils in drawing up a Class Charter for their class
- use Circle Time to promote positive relationships
- listen to children and encourage them to express their opinions
- encourage pupils to be accountable for their own behaviour by encouraging appropriate choices and making them aware of potential consequences
- place an emphasis on restorative practice
- teach children the social skills they need to be successful, confident, effective and responsible
- enable participants to use restorative language in their daily dealings with children, families and colleagues.
- praise and reward regularly
- work in partnership with parents, carers and other agencies to promote inclusion
- record incidents
- discuss with pupils the consequences of inappropriate behaviour & agree on next steps
- contact parents and carers at an early stage
- monitor and track pupil behaviour
- draw up a programme of restoration if appropriate, IEP and or Behaviour Support Plan

Parents can play a large part in fostering in their children the concepts of care, respect, courtesy and consideration. By ensuring regular attendance and care of books and materials, parents can help promote in their children the attitudes to people and property which are so important in any community.

BULLYING

At Hopeman we aim to provide a happy, safe environment where all individuals are encouraged to do their best. Like all schools, we do from time to time, face and deal with, situations which threaten a person's right to feel secure and happy within the school. Like all schools, these situations sometimes involve a child bullying or being bullied.

Incidences of potential bullying will be taken very seriously. We will try to help children to resolve any issues that arise. Please contact us if there is a matter causing your child concern.

Leaflets and fuller information on Bullying, Disability Discrimination and Race Relations is available from The Moray Council by telephoning the respective number, e-mailing or accessing the web page on the council website. (See **Appendix A** for these contact details.)

HEALTH AND SAFETY

EMERGENCY CONTACTS

We need to have a contact number for you, should we require to contact you during the school day for any reason. This can be a friend or relative but obviously a telephone number is **essential** so that, should your child require to come home, then we can do this as quickly as possible.

SCHOOL SECURITY

All council employees have Photo ID badges. All visitors are required to sign in and out of the school and wear a visitor's badge. All adults including parents should report to the school office, if seeking an appointment or wishing to pass on information to staff or children.

No pupils may leave the school grounds, unless of course, they have gone home for lunch and their parents give them explicit permission to do this.

FIRE DRILLS

Fire Drills are held once a term (am and pm). There are fire notices in every area. The main assembly point is the school playground. We have a designated area for each class.

CAR PARKING

We encourage the children to walk or cycle (ideally if they have passed their bikeability test)

**PLEASE DO NOT DROP YOUR CHILDREN OFF IN THE STAFF CAR PARK.
THIS AREA IS TOTALLY OUT OF BOUNDS TO EVERY CHILD.**

Children who cycle/scooter to school must dismount and push their bike in the playground.



SUPERVISION IN THE PLAYGROUND



A member of staff is on duty in the morning from 8.40am to meet the bus children. Support Staff are in the playground at breaks and lunchtimes.

Children are supervised at the playing field which is situated directly behind our school, down a hill, children are supervised walking to and from the playing field. Children in P4-7 access the playing field.

CHILD PROTECTION

It is everyone's job to ensure that children are kept safe. Schools in Moray follow the National Guidance for Child Protection (2014) and are required to report any suspected child abuse to Police or Social Work.

If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure, ask for the Child Protection Co-ordinator in the School. They have received the latest training in Child Protection so that they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and/or Police can also be consulted out with School hours if required.

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

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

Mrs Young is the Child Protection Coordinator within the school.

MEDICAL CARE

Day to day minor ailments and accidents are dealt with by Support Staff. (These staff have been trained in First Aid). Sometimes this results in a phone call home and a request that you come to school, if you can, to take your child home. Please understand that we only ever do this if your child is in need of you.

An accident record book is kept for any accidents which occur during the school day. Letters are sent home to inform parents when an accident has taken place at school.

We also have a recording book for toileting accidents.

SEXUAL HEALTH EDUCATION

Sexual health education is embedded throughout the HEALTH AND WELLBEING programme from early level through to second level.

In P6 and P7 children are given sex education. A letter is sent home informing parents of the programme and parents are encouraged to contact the school if they have any questions. We try to ensure that this topic is handled as sensitively as we can. Our School Nurse, Mr Mark Swinglehurst, supports staff with this topic. Other Health and Well being topics taught in P6 and & 7 include Fire Safety, Drugs and Alcohol Abuse.

SCHOOL MEALS

All schools in Moray provide a wide range of healthy, balanced meals in their menus which meet the Scottish Government standards, set as part of the Hungry for Success programme. In addition the Moray Council has an on-going commitment to providing healthy options through its snack provision.

School meals are prepared in the school kitchen which is attached to the dining hall. There is a choice of menu for the children and the meals provided are of a high quality. Menus operate on a 6 weekly basis. Menus are distributed to all families, are displayed in the dining hall, the entrance foyer and in all classrooms. Copies are available from the school office on request.

As a high standard of behaviour is expected in the dining hall it is also expected that parents sending their children to school meals will have taught them good table manners.

There are two sittings for lunch. The early stages (P1, P2 and P3) have their lunch at 12.35 pm whilst children in P4 - P7 go for lunch at 12.45 pm.

Meal tickets can be purchased on any school day. They are on sale in the dining hall every morning between 8.40 – 8.50am. They presently cost £2.30 per ticket. Books of 10 tickets can be purchased for £23.00. Cheques should be made payable to “**THE MORAY COUNCIL**”.

If you prefer to provide your child with a packed lunch, these can also be eaten in the canteen. We would encourage you to make these as healthy as you can and to avoid sweets, chocolate and fizzy drinks. **We do not allow chewing gum, cans or glass bottles in school for safety reasons.**



FREE SCHOOL MEALS FOR CHILDREN IN PRIMARY 1 TO PRIMARY 3

The Scottish Government has committed to giving all children in primary 1 to primary 3 the option of a free school meal from January 2015.

If you have a child in primary 1, 2 or 3 they can have a free school meal. You do not have to complete any forms. Your child will be asked every day whether they are taking a school lunch, packed lunch or going home for dinner. Your child simply needs to say they are taking a school lunch.

You may choose for your child to have a free school meal on some days but not others.

FREE SCHOOL MEALS

When your child enters primary 4, they will no longer be entitled to a free school meal under this scheme, but you can claim free school meals and clothing grant for your child if you are receiving the following benefits:

- Income support
- Income-based Job Seekers' allowance
- Any income related element of Employment and Support Allowance
- Universal Credit
- Child tax Credit but not Working Tax credit, and your annual income, as assessed by the Inland Revenue, is below £16,010, or
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the government at £6,420
- Support under Part VI-Immigration & Asylum Act 1999

Application forms are available from the school office or from the Council's Payments section (01343 563144). Applications can also be submitted online at www.moray.gov.uk

PARENTAL INVOLVEMENT OPPORTUNITIES

We encourage a wide range of parental involvement in school. Class teachers may ask parents to help with excursions, supporting an activity in the class or in other aspects of the child's development at school.

All staff are available to meet parents during the course of the week. Unfortunately, due to the teaching commitments, this cannot be done on a drop-in basis. We would ask you to telephone to make an appointment with the class teacher or Head Teacher.

We invite parents to a 'Meet the Teacher' evening early in the new session. We have parents' evenings in November and May where you can discuss your child's progress and next steps. We also have an open afternoon for parents during Health Week.

Primary 1 Parents are invited to a 'Shared Learning' session every Friday for 15 minutes at the end of the day. Children share their new learning in phonics and maths.

Over recent years, the children have seen the benefit of money raised by our Parent Council.

The Hopeman Family Learning group meets regularly and has been created to engage families with their child's learning and develop home/school partnerships.



PARENT COUNCIL

Hopeman Primary School Parent Council was constituted in October 2007.

The objectives of the Parent Council are to :

- work in partnership with the school to create a welcoming school which is inclusive for all parents and carers
- promote partnership between the school, its pupils, its parents and carers
- develop and engage in activities which support the education and well being of the pupils
- identify and represent the views of parents and carers on the education provided by the school and other matters affecting the education and wellbeing of the pupils.

You can view details of the meetings and members on the Parent Council Information Board which is situated in the playground and the Parent council also have a page on our school website..

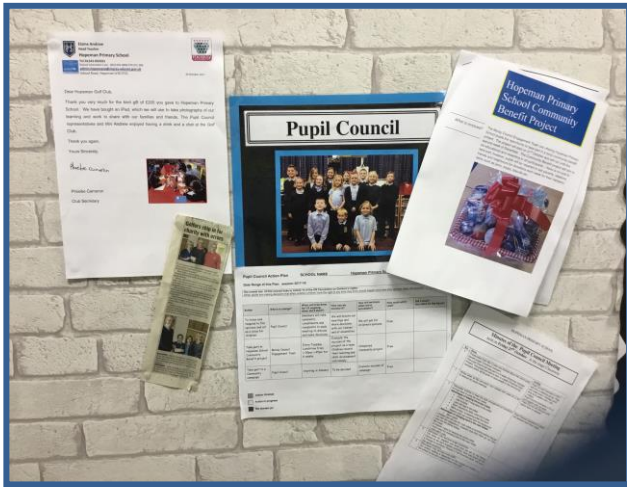
CONCERNS AND COMPLAINTS

Hopeman Primary school has an open door policy, which means that parents are welcome in the school at any time, signing in at reception first. If, however, parents wish to discuss something in depth it is better to make an appointment for a time when the teacher is free from class commitment. If issues remain unresolved then an appointment can be made (through the school administrator) with Mrs Young, the school's Acting Head teacher.

COUNCILS AND COMMITTEES

All children are involved in a Council or Committee. They meet once a month to make decisions and drive forward school improvements.

SCHOOL CLUBS



We have a variety of extra curricular activities on offer. Active Schools run a basketball club for P4-7. We have a netball club for p5-7. In the summer term P4-7 are offered rugby. We have a French Club(P3-7) and a Drama club(P2-7) which are organised by private providers and also we offer a short block of sailing in the summer term for P6 and P7 supported by pupils from Gordonstoun

Mrs Davidson runs a lunchtime typing club and we also have a homework club

DATA PROTECTION ACT

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

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

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

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

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

Our School Community



Outdoor Learning



School Trips



SPORTS DAY



SCHOOL TRANSPORT

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate.

Application forms are held in the school and can be completed as required. Placing request applications can also be made for the school of your choice and we will be happy to explain this to you.

In the interests of safety we expect responsible behaviour from children on the bus as repeated dangerous behaviour can mean that the offending child will be put off the bus to make his/her own way to school (this may mean that parents may have to transport any such child).

Once bus/taxi pupils arrive at school, they are under the responsibility of school staff, and are therefore not permitted to leave the school grounds.

EMERGENCY CLOSURE

Parents of all children in school are requested to provide us with emergency contacts each school year. Should it be necessary to close the school suddenly, every effort is made to contact parents but it is of the utmost importance that the school has a **telephone number** which can be used if necessary and that the child knows whose number we have.

Should the weather be very bad in the morning, parents should tune to Moray Firth Radio who have undertaken to broadcast details of schools closed. Parents are also encouraged to phone the school information line for the most up-to-date details.

School Information Line -

Please do not send your child to school if it looks like, or is forecast that a deterioration in the weather is due.

"Head Teachers have total discretion as to the closure of schools when they anticipate storm conditions which would put children at risk"

COMMUNICATION

We communicate with parents through regular newsletters, letters and other information leaflets. We also have a website where each class has their own pages which are updated termly to include the learning that children will cover and weekly blogs written by the children to update parents about progress from P4-7. Primary 1-3 have a weekly diary which reports on the activities and learning that has taken place during the week.

Primary 1 have a 'Shared Learning Session' on a Friday each week where parents/carers are invited into the classroom for 15 minutes at the end of the school day to share the sounds and number work learnt each week.

Teaching staff/Head Teacher may also telephone parents to chat about pupils and discuss any issues.

Communication is of course two way, so we encourage parents to pass on any information with us via a note, telephone or by arranging an appointment.

AREA SCHOOL GROUP

We take every opportunity we can to help our children meet and liaise with the pupils from the other schools within our Area School Group. The schools involved are St Gerardine School, Hythehill Primary School, Burghead Primary School and Lossiemouth High School. In addition the head teachers and staff of these schools meet on a regular basis to plan development work and In-Service which will be of shared value.

AND FINALLY

We hope that you have found this booklet to be useful and informative.

The information contained within this handbook is correct at the time of publication, and updated annually. It is prepared by the Head Teacher and follows guidelines set out by the Moray Council and Scottish Government. It is updated annually in December.

Finally, we want to see our children develop as happy, responsible, caring people, ready to apply their learning to life and take their place in society. We continue to be proud of the children who attend this school and make it what it is.

If you have any questions about the school or would like to arrange a visit, please contact Mrs Young Acting Head Teacher, at the school - **01343 830281**.

The Moray Council Education and Social Care may be contacted on - **01343 563374**

The website is: **<http://www.moray.gov.uk>**

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, form Education and Social Care or the Moray Council Internet site.

<http://www.moray.gov.uk/moraystandard/page47236.html>

This booklet is also available in other languages.



APPENDIX A

Moray Council
Education, Communities & Organisational Development

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 15/10/2019

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

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

School Vision: TOGETHER EVERYONE ACHIEVES MORE				
School Priority 1: Improve Attainment in Literacy and Numeracy				
NIF Priority: Improvement in attainment, particularly in literacy and numeracy			HGIOS?4 QI: 1.3, 2.2, 2.3, 3.2	
NIF Drivers: Assessing Children's Progress, Teacher Professional Judgement, School Improvement, Performance Information			Moray Priority: Raise Attainment and Achievement	
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> Engage in moderation within school and across the ASG on planning, teaching and assessment of Literacy and Numeracy. Engage with current research regarding mathematical mindsets. Launch mathematical mindsets using 'Week of Inspirational Maths'.(Maths Week Scotland) Plan rich mathematical tasks which have a 'low-floor, high-ceiling'. 'Maths talks' introduced Teachers to develop use of collaborative learning in mathematics. Pupil Equity Funding will continue to develop resources to support second level maths learning at home. Resources will be shared with families at workshops. Develop pre-teaching vocabulary and listening and talking. (Possible Practitioner Enquiry) 	<ul style="list-style-type: none"> Children will be confident to discuss their strengths and next steps in Literacy and Numeracy. Children will develop their mathematical thinking, reasoning and convincing. Children will be able to share their thinking visually (using journaling P4-7) Children will have access to the appropriate resources to support their learning in school and at home. Children will use and have an increased knowledge of more sophisticated vocabulary in their learning. 	<p>Meetings throughout the session</p> <p>Aug - Oct (Launched during Maths Week Scotland, Nov)</p>	<p>EA, GY, CB, CH to lead LM, AI, SC, AB, JV to prepare for sessions</p> <p>EA, GY, CB, CH, LM, AI, SC, AB, JV</p>	<ul style="list-style-type: none"> Improved attainment for key stages. Improved attainment Increased pupil engagement Feedback from pupils, parents, staff PEF impact data Emerging Literacy data Supporting resources developed Moderation feedback
Evidence to support reduced bureaucracy/workload of teachers				
Collegiate time dedicated to stage planning and moderation of teaching, learning and assessment.				

School Priority 2: Developing Whole School Relational Approaches				
Nif Priority: Improvement in children and young people’s health and wellbeing		HGIOS?4 QI: 1.2, 1.3, 3.1, 3.3		
Nif Driver: Teacher professionalism, School Improvement, Parental Engagement		Moray Priority: Supporting Learners		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Continue to embed the principles within Building Relationships Policy:</p> <ul style="list-style-type: none"> • Continue with RRSA Gold action plan. • Embed Zones of Regulation across the school. • Engage with mental health resource ‘Decider’. • Develop a Learner Profile for each child which will include: learning profile, achievements in and out of school, skills profile and personal targets. • Track HWB using the BGE tracker and Wider Achievement Tracker • (Possible Practitioner Enquiry) 	<ul style="list-style-type: none"> • Children will be taught in an environment underpinned by the Relational Principles of Nurture, SO and Restorative Approaches. • Children will fully aware of their rights and will campaign for the rights of others. • Children will be able to identify their emotions and will have strategies to self-regulate. • Children will be able to talk about their HWB in and out of school using the 8 wellbeing indicators. • Children will be confident to discuss their strengths and next steps in Health and Wellbeing using their profile as evidence. • Children will fully participate in the creation of their own profile. 	<p>Aug – Dec</p> <p>Jan - March</p>	<p>EA, GY, CB, CH, LM, AI, SC, AB, JV, MD SLT to complete policy</p> <p>EA, GY, CB, CH, LM, AI, SC, AB, JV, MD</p>	<ul style="list-style-type: none"> • Leuven scale • Wellbeing classroom questionnaire • RRSA Action Plan • Focus groups of children • Staff views • Levels of behaviour
<p>Evidence to support reduced bureaucracy/workload of teachers Reporting and profiling to be completed in class with learners.</p>				

School Priority 3: Developing Processes for Assessment				
Nif Priority: Closing the attainment gap between the most and least disadvantaged children and young people		HGIOS?4 QI: 1.3, 2.3, 2.4, 3.2		
Nif Driver: Assessment of Children's Progress		Moray Priority: Learning and Teaching Leadership at all Levels		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Develop procedures for collection of ongoing assessment</p> <p>Moderate IDL planners to ensure rich assessment tasks include breadth, challenge and application.</p> <p>Plan for assessment at the planning stage across the curriculum.</p> <p>Improve profiling with the use of Learning Journals (N-P6) and Glow Blogs (P7) to collect evidence of learning each term.</p> <p>Develop process around collection of evidence to support teacher judgements</p> <p>(Possible Practitioner Enquiry)</p>	<p>Children will be provided with opportunities to apply their knowledge and skills in new and unfamiliar contexts.</p> <p>Teachers will be providing learners with experiences appropriate to their level of knowledge and skill.</p> <p>Children will have ownership of their digital learning profile, be clear about where they are in learning and be able to talk about their achievements, strengths and next steps.</p>	Jan – March	EA, GY, CB, CH, LM, AI, SC, AB, JV, MD	<ul style="list-style-type: none"> • Attainment Data • Tracking BGE Data • Moderation Evidence and Feedback • Teacher Professional Judgements
<p>Evidence to support reduced bureaucracy/workload of teachers</p> <p>Procedures for profiling and reporting during the school day will reduce time needed to complete these tasks out with class contact time.</p>				

School Priority 4: Using the local environment to enrich our curriculum				
Nif Priority: Improvement in children and young people's health and wellbeing		HGIOS?4 QI: 1.2, 2.2, 2.7, 3.1		
Nif Driver: Teacher Professionalism School Improvement		Moray Priority: Curriculum - BGE		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> • Audit current IDL contexts to evaluate and refresh our Social Studies Pathway to ensure relevant links are made to the local environment and the wider world. • Develop high quality outdoor learning opportunities which provide depth and relevance to the curriculum. • Through outdoor learning focus on the literacy and numeracy curriculum giving added depth and breadth to learning. • Promote Health and Wellbeing through a strong emphasis on regular outdoor opportunities. • Whole school overview of outdoor learning to ensure children's knowledge and skills are built progressively from early to second level. • (Possible Practitioner Enquiry) 	<ul style="list-style-type: none"> • Children will have an increased knowledge of their local and global environment and their place within it. • Children will build knowledge and have opportunities to apply their skills in different contexts. • Children will have increased engagement in learning raising aspirations and attainment. • Children will experience the totality of the curriculum in a fun and engaging way. 	Aug – Oct '19	EA, GY, CB, CH, LM, AI, SC, AB, JV, MD	<ul style="list-style-type: none"> • Curricular Pathways • Achievement of a Level Data • Lueven Scale • Wellbeing Questionnaire • Direct Observations • Teacher Feedback •
Evidence to support reduced bureaucracy/workload of teachers				
Collegiate time dedicated to stage planning and moderation teaching, learning and assessment.				

The documents are available as separate word documents and have been attached separately for your use.

It may be useful to use this terminology when making evaluative statements in the Self- Evaluation Profile/Standards and Quality Report

Terms used in the inspection process

The following table explains the words inspectors use when making judgements.

excellent	6	means	outstanding, sector-leading
very good	5	means	major strengths
good	4	means	important strengths with some areas for improvement
satisfactory	3	means	strengths just outweigh weaknesses
weak	2	means	important weaknesses
unsatisfactory	1	means	major weaknesses

The following words are used to describe numbers and proportions:

almost all	means	over 90%
most	means	75% to 90%
majority	means	50% to 74%
less than half	means	15% to 49%
few	means	up to 15%



Context of the School

At Hopeman Primary School our curriculum provides coherence from nursery through to transfer to secondary education. Every child will have active, well planned and engaging learning experiences based upon sound pedagogical research. We aim to provide a broad, balanced experiential curriculum that meets the needs of our children and which develops their skills for learning, life and work.

The vision of the school is encapsulated in our motto ‘**Together Everyone Achieves More**’ and underpinned by our values of **Respect, Responsibility, Teamwork and Excellence**.

Our aim is for all children to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens and to do so we put our children firmly at the centre of their learning, allowing them to:

- **Create** positive and nurturing relationships,
- **Connect** their learning with the world around them,
- **Challenge** themselves and their thinking.



School Priority 1: : Improve Attainment within Numeracy and Literacy

NIF Priority: 1

NIF Driver

Assessing Children’s Progress
Teacher Professional Judgement
Performance Information

HGIOS?4 Qis: 1.3, 3.2, 2.3, 2.2

Moray Priorities

Learning and Teaching
Attainment and achievement

Progress and impact:

Our 2018/19 achievement of a level data for Early, First and Second Levels has shown an increase in the number of pupils achieving as expected in Literacy and Numeracy, and we continue to perform above the National and Moray averages. All teachers have worked alongside their ASG colleagues to plan, teach and assess an aspect of Literacy this session. This has led to a shared understanding of standards and expectations amongst teachers, ensuring that children are continuously improving in their literacy and receiving personalised feedback. Early Years staff are in their third year of adopting a developmental approach to emergent literacy. Children’s experiences in Literacy are now responsive to their developmental stage, ensuring the correct level of support and challenge for all. Summative assessment is used effectively to form a baseline in Literacy and any gaps in learning are addressed quickly.

Pupil Equity Funding has allowed us to develop resources to support Numeracy learning at home at First Level. Parents have said they are clearer about the expectations of Numeracy at First Level and have enjoyed using the resource at home with their child. Teachers have moderated and engaged in peer observation to improve use of collaborative learning in Maths, leading to a more consistent approach to learning and teaching, and increased engagement for children.



Next steps:

- Further engagement with the whole school audit for emergent literacy and embed Pre-teaching Vocabulary throughout the school.
- Continue to engage with Mathematical Mindsets research using practitioner enquiry.
- Develop Numeracy learning at home resources for Second Level.

School Priority 2: Developing Whole School Nurturing Approaches

NIF Priority: 3

NIF Driver:

Teacher professionalism
School Improvement

HGIOS?4 Qis: 1.2, 1.3, 3.1, 3.3

Moray Priorities:

Supporting learners

Progress and impact:

The whole school community have been involved in refreshing our vision, values and aims. All children now have a clear understanding of our values and can articulate how well they demonstrate them. All

classes collaborate to create a class charter at the beginning of each new school year which is 'rooted in rights' and linked to the school values. Children, parents and the wider community have been included in the creation of a whole school charter. All teachers have trained in the use of Zones of Regulation and Emotion Coaching and are applying these principles in their classrooms. This provides all children with a framework which allows them to recognise and regulate their emotions and creates a learning environment underpinned by the Relational Principles of Nurture and Restorative Approaches. We have created a Relationships Policy to ensure consistency of approach for all children throughout the school.

Next steps:

- Primary 6 & 7 classes to engage with mental health resource 'Decider'.
- Embed the Relational Principles of Nurture and Restorative Approaches throughout the school.

School Priority 3: Develop Technologies curriculum framework, ensuring all staff are confident in planning for teaching, learning and assessment.

NIF Priority: 2

NIF Driver

Parental engagement
Assessment of children's progress
Performance information

HGIOS?4 Qis: 1.2, 2.5, 3.2

Moray Priorities

Learning and Teaching
Curriculum
Attainment and achievement

Progress and impact:

- We are in the process of refreshing our technologies framework. All teachers have been trained in the use of the Microsoft Suite of resources on Glow and the majority of classes are using this to enhance their learning and support parental engagement. Children and teachers capture and share their learning using appropriate technologies. Most children are receiving quality learning experiences across all 6 technologies within meaningful real life contexts. Additional resources have been purchased allowing children access to a wider range of technologies to enhance their learning.

Next steps:

- Complete and embed Technologies Frameworks.
- Moderate technologies planning to ensure relevant links are made to DYW and Learning for Sustainability.
- Engage with Technologies benchmarks through moderation to develop shared understanding of standards.

School Priority 4: Developing the Young Workforce

NIF Priority: 4

NIF Driver

Assessment of children's progress
School Improvement

HGIOS?4 Qis: 2.7, 3.3

Moray Priorities

Leadership at all Levels
Attainment and Achievement
Improvement in employability skills and sustained positive school leaver destinations for all young people

Progress and impact:

Teachers plan using Career Education Standards 'I can' statements Ensure planning for learning offers a progressive skills development planning makes explicit links with the world of work. All children have their own profile which includes skills, targets for learning and achievements in and out of school. All children engage in meaningful conversations about their skills with each other and their class teacher. Children 'know' themselves as learners and are able to link the skills they are learning to the world of work. Children have broadened their thinking and knowledge of career options and opportunities for the future through visits from and to the various employment sectors in Moray. Links to the World of Work are weaved into planning and displayed throughout the school.

Next steps:

- Revisit our skills progression and update in line with new Moray Skills Framework.
- Further develop profiling, ensuring we are capturing children's achievements in and out of school.

