

ST THOMAS R.C. PRIMARY SCHOOL

HANDBOOK

2024



Date of Publication February 2024

MORAY COUNCIL EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT

Inspire

• Include

• Improve



The information contained within this Handbook is correct at the time of publication, and is updated annually.
This handbook is also available in other languages.

Welcome letter	4
Contact Us	4
The St Thomas' Community	5
Catchment Area	5
Charter for Catholic Schools	6
Vision, Values and Aims	7
School Motto	8
Curriculum Rationale	9
School Ethos	10
Parents as Partners	11
Parent Council & Forum	11
Information for Parents and Carers	12
Classes	13
Transport	13
What Learning Looks Like at St Thomas'	13
Our Curriculum	14
Curriculum for Excellence	14
Developing Young Workforce	14
A Play Based Approach to Learning in Line With Curriculum for Excellence	15
Planning Children's and Young People's Learning	16
Expressive Arts Comprises Art and Design, Drama, Music and Dance	16
Languages including Literacy	17
Maths including Numeracy	17
Health and Wellbeing	17
Science	17
Social Studies	17
Technology	17
Religious Education in Roman Catholic Schools	18
Religious Observance	18
Positive Relationships	18
Learning at Home	19
Extra-Curricular Activities	20
Celebrating Success/Wider Achievement over the Year	20
Assessment and Reporting	20

Contents (continued)	
Support for Learning and Additional Support Needs	21
Support Arrangements for All Pupils	21
Identifying and Addressing Additional Support Needs-Getting it Right for Every Child	21
Useful Information	22
School Meals (including Free School Meals)	22
School Uniform (including Clothing Grants)	23
First Aid and Medical (including Health and Safety)	23
Medicines in School	24
Child Protection/Named Person	24
Home and School	25
Reporting a Pupil Absence	25
Absence Information	25
Family Holidays During Term Time	26
School Closure/Adverse Weather	26
Holiday Dates 2022/23	26
Policies	27
Data Protection Act 2018	27
Standard Privacy Notice	27
Standards and Quality Report/School Improvement Plan	29
Admission and Enrolment	29
Transitions	29
Appendix A – Moray Council Links	31

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

Phone: 01343 563319

Email: equalopportunities@moray.gov.uk

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

Welcome to Our School

Welcome to St. Thomas R.C. Primary School. Some of you are already familiar with our school, whilst others are joining the school for the first time. We hope you find our handbook informative and that it will give you an outline and brief profile of our school. We believe that at our school we have created a community where children can develop their full potential through high interest, relevant and child-led learning experiences. We strive to have a school that promotes well-being and respect so that all members feel valued and achievements of all kinds are recognised. Through our approaches to building positive relationships we aim to support our young learners as they develop as responsible citizens, confident individuals, effective contributors and successful learners equipped for the 21st century.

Our School and Nursery Class serves Keith and the surrounding area, and the school is served by the parish of St Thomas in Keith. We are a denominational school and although we are a Catholic school, we welcome families from other faith groups, communities and cultures.

Within our school, the children begin their learning journey in the Nursery which currently has twenty 1140 hours placements, Monday to Friday. There is an additional handbook for the Nursery with all relevant information for parents and carers.

The school roll is currently 36 and the classes are organised into the year groups: Primary 1, 2, 3 and Primary 4, 5, 6 and 7.

We very much look forward to welcoming you and your child to St Thomas RC Primary School. If you require any further information or details, please do not hesitate to contact us through the school.

CONTACT US

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Chapel Street,
Keith.
AB55 5AL

Telephone: 01542 882256/01542 886841

e-mail: admin.stthomasp@moray-edunet.gov.uk

school website: www.stthomasrcprimary.wordpress.com

Moray Council Telephone: 01343 563374

Moray Council Website: www.moray.gov.uk

School information line/absence reporting: Phone 0870 054 9999 then press 031510

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

Twitter: @StThomasKeith

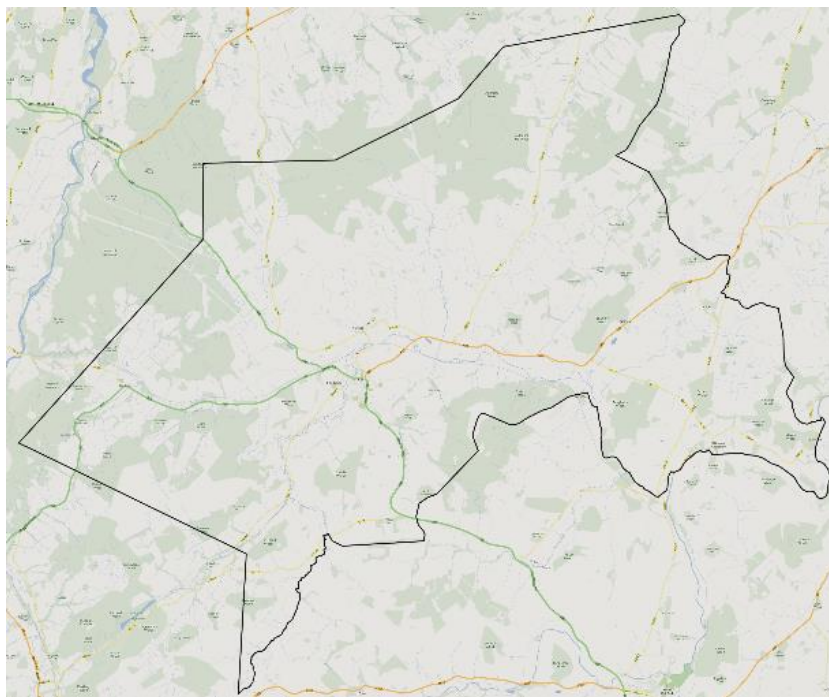
The St Thomas' Community

Opening Times:

NURSERY	Starts	Finishes
Nursery	9.00am	3.00pm

SCHOOL	Morning Starts	Interval	Lunch	Afternoon Finishes
P1-7	9.00am	10.30am– 10.45am	12.30pm– 1.30pm	3.15pm

Catchment Area





A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

Vision, Values and Aims

Our School Vision, Values and Aims have been revised by staff, pupils and parents.

St. Thomas' wants to ensure your children get the best out of their education here.

Our School Vision:

At St Thomas', we learn together based on compassion and respect; inspiring each other to create a positive future for ourselves and others.

Our School Values:

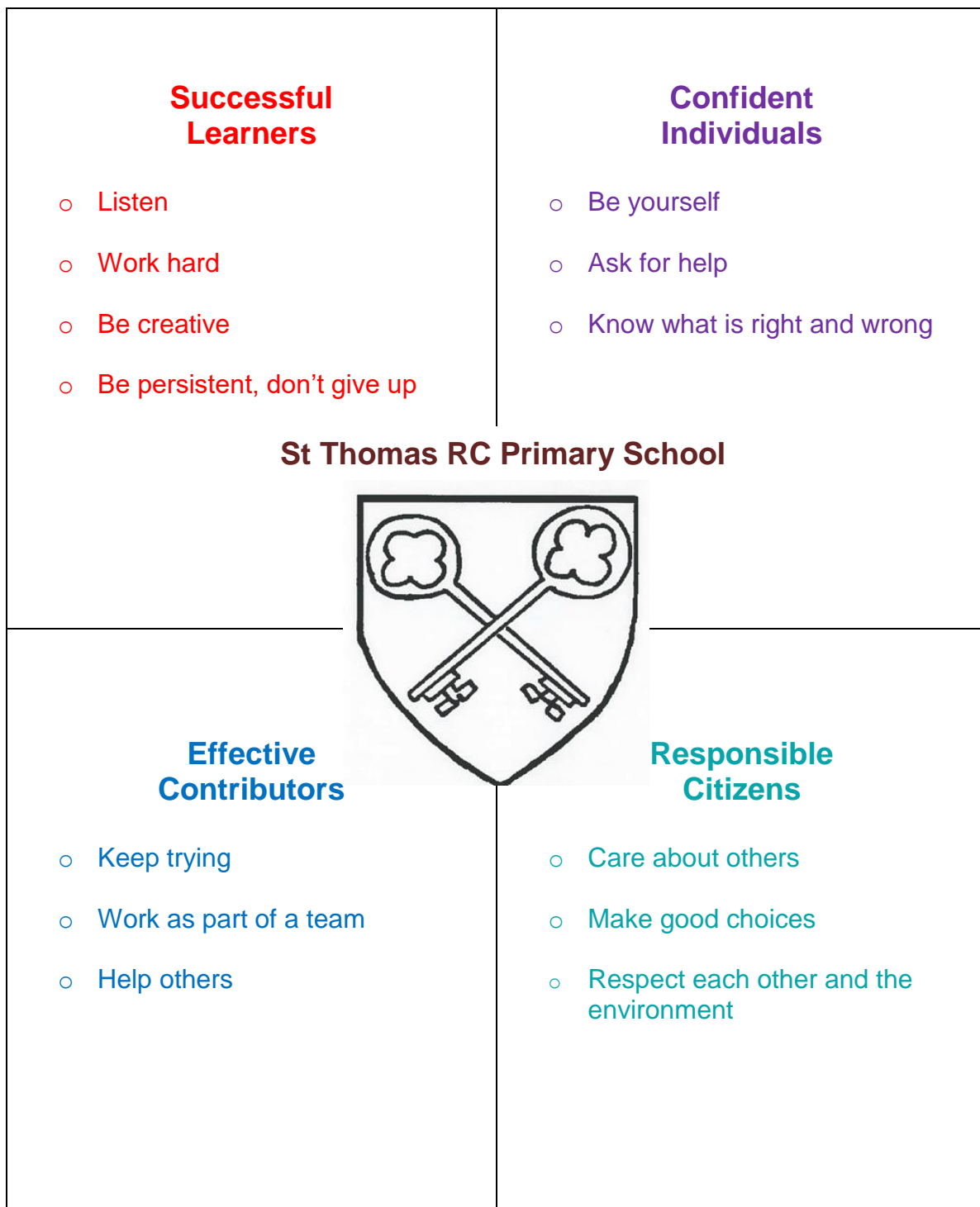
Aspire Respect Community Creativity

Our School Aims: *the draft aims below have been agreed by pupils and staff. Consultation with parents and partners will take place in term 3. Our aims now reflect CfE Four Capacities - Responsible Citizens, Confident Individuals, Effective Contributors and Successful Learners*

The aims of St. Thomas Primary School are:-

School Aims

When we set out to revise our school aims we primarily wanted them to be very accessible and user friendly for all. None of us could remember paragraphs of aims, hence the format below. This also incorporates the Four Capacities into our road forward.



Our School Motto is: - Believe - Aim high - Achieve

St Thomas RC PS Curriculum Rationale

<p><u>Opportunities for Personal Achievement</u></p> <p>At St Thomas RC Primary we recognise a diverse range of personal achievements within and beyond the school. School and community members provide a wide range of experiences, clubs which develop existing skills and provide new opportunities for learners. These opportunities allow children and young people to transfer skills and knowledge, expand their learning and achieve their potential.</p> <p>We embrace opportunities to showcase individual learners who demonstrate our school values; respect, aspire, creativity and community and celebrate these achievements collectively.</p> <p>Our whole school approach to recognising and celebrating achievements, inspires self-belief, enthusiasm and aspirations for lifelong learning. We ensure success is communicated across the school community.</p> <p>Working in partnership with families and other agencies, we provide challenges, supports and resources which enable all learners to achieve their personal targets and goals.</p>	<p><u>Interdisciplinary Learning</u></p> <p>Curiosity is key at St Thomas RC Primary. Through interdisciplinary learning (topics and projects) we aim to spark a sense of wonder, a thirst for learning and the development of skills for life and work. Through a blend of discrete subjects and cross-curricular themes we provide opportunities for children and young people to explore, experiment and engage with stimulating learning experiences which are flexible and encourage personalisation and choice.</p> <p>Interdisciplinary learning allows us to respond to current events, local and national priorities as well as changes in developments globally.</p> <p>Our approach to interdisciplinary learning is enriched by effective partnership working with organisations beyond our school.</p>
<p><u>Ethos and life of the School and Community</u></p> <p>At St Thomas RC Primary we believe learning is a life long journey which has the capacity to take you to many amazing places and achieve many wonderful things. We endeavour to provide a learning environment which is safe, welcoming, nurturing, happy and inclusive.</p> <p>Our children and young people are provided with experiences which stimulate their curiosity, feed their imagination, develop their resilience and drive their aspirations as they grow and thrive.</p> <p>Our learners benefit from strong partnership links with the parish, local and wider community. Our vision of a sustainable future is enriched through effective connections with those around us.</p>	<p><u>Curricular Areas and Subjects</u></p> <p>At St Thomas RC Primary we respect each learner as an individual and respond to their needs and interests. The delivery of experiences and outcomes, embedded within Curriculum for Excellence, is tailored to the needs of our children and young people.</p> <p>We thrive to create relevant and purposeful learning experiences using the principles of curriculum design, challenge and enjoyment, breadth, progression, depth and personalisation and choice, coherence and relevance. This enables our children and young people to develop as successful learners, effective contributors, confident individuals and responsible citizens in a digitally interconnected changing world.</p> <p>Our staff evaluate, monitor and report on learners' progress. This supports effective partnership, working with families to ensure our children and young people are at the heart of all that we do.</p>

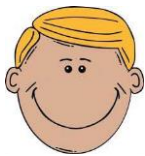
School Ethos

Learning takes you places

At St Thomas Primary we believe learning is a life long journey which has the capacity to take you to many amazing places and achieve many wonderful things. We believe every young person should receive excellent learning and teaching in a safe, welcoming, nurturing, happy, inclusive environment. Young peoples' experiences here should stimulate their curiosity, feed their imagination and develop their aspirations so that they can live happy, fruitful lives and make positive contributions to the world around them.

In partnership with parents and community we work to prepare our young people for the challenges of the future and help them to develop the skills and behaviours that will see them flourish in the twenty first century.

In a rapidly changing world we are preparing our children with skills for life:



'We work well together.'
Community



'We are kind and caring.'
Respect



'We believe in ourselves.'
Aspire



'We can use our imagination
to solve problems.'
Creativity



'We can share our ideas,
everyone's voice is valued.'
Respect and Community



'We are resilient and have a
positive mindset to achieve.'
Aspire

We want our pupils to face the future with enthusiasm and when they leave us, look back with affection, pride and positivity.

Parents as partners

Our school values the important role that our parents and carers play in our pupils' lives, especially during the challenges we have faced over the last few years. We appreciate your support throughout the year at our various fundraisers and also appreciate the importance of your involvement in understanding our learning and teaching practices.

Studies show that Parental Involvement is vital in a child's education and more importantly Parental Engagement is one of the most important factors in raising self-esteem and academic achievement. We realise that each of our families is unique – with its own priorities, needs, talents and commitments and so we try to provide as many different kinds of opportunities for parental involvement as possible.

We encourage parents to be actively involved in their child's education and to support us in maintaining the high standards set by the school.

We are committed to maintaining positive links between home and school. This positive partnership is very important to the health, happiness and progress of our children. Parents/carers are encouraged to participate in all aspects of school life. We welcome parents into school regularly to parents' evenings, school assemblies, classroom visits and special events. Parents have a window into the classroom by accessing their child's class Dojo and the school Twitter account where teachers post photographs and information about what is being taught.

In addition we communicate with parents by use of our school app (Groupcall Xpressions App), e-mail, text messages, letters, newsletters, phone calls and the school website.

Parents, teachers and friends of the school are welcome to share their interests and expertise. All volunteers that work unsupervised with the children require PVG checked. Parents may also volunteer to help with excursions, supporting activities in the class or with any other aspects of their child's experiences at school.

For more information on Parental Involvement please refer to Appendix A.

Parent Council and Forum

All parents and carers are automatically members of the Parent Forum. Each year, representatives of the forum are elected to the Parent Council at the Annual General Meeting held in September. This is an official body with its own Constitution and is made up of members from the staff and local community as well as parent reps.

Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school
- express their views on school education generally and work with the school.
-

As a member of the Parent Forum all parents should –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
- work collaboratively with the school; and enjoy taking part in the life of the school in whatever way possible.

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support and work collaboratively with the school in its work with pupils
- To seek and represent the views of parents
- To promote contact between the school, parents, pupils, parish and the wider community
- To report to the Parent Forum
- To raise funds for the school for the benefit of pupils
- To be included in School Improvement Planning

For more information on parental involvement and engagement or to find out about parents as partners in their children’s learning, please contact the school.


Current Members 2023/24	
Chairperson	Janette Lewin
Depute Chairperson	Charlene Tasker
Minutes Secretaries	Tania Kalia
Treasurer	Lucy Greatholder
Parish Representative	Graeme Morrison
Advisor to the Council	Head Teacher: Maureen Byrne

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




Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children’s learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child’s school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.




Information and advice on education and learning for parents in Scotland

Be at the heart of your child’s learning . . .



Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.
edscot.org.uk/p/LQE-39I/subscribe
 Email: enquiries@educationscotland.gsi.gov.uk
education.gov.scot/parentzone



Classes

Our classes are organised each year to take account of the numbers of children within each group and stage. Currently the classes are organised in composite classes as follows: P1, 2, 3 and 4 & P4, 5, 6 and 7. The maximum number of pupils for classes containing more than one year stage is 25.

Transport

The Education Committee has agreed with recommendations made by the Director of Education & Social Care in respect of zones for Roman Catholic primary schools within the Moray area. Transport is granted to Roman Catholic children who are zoned and live more than two miles from school. Children who are not Catholic are deemed by the Education Authority to have gone “out of zone” so free transport is unavailable for them. 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. If you are eligible for transport, please refer to [Appendix A](#) for information on how to request an application form or you request an application form at the school office. Transport may also be provided for medical and safety reasons. If you feel you would qualify for this, please speak to the Head Teacher.

What Learning Looks Like at St Thomas’

Pupils learn in multi composite classes where they are taught at a level appropriate to their individual needs. We teach children within flexi-groups which allow children to be supported at each stage in their learning journey and to extend their learning. Our close collaborative working environment provides opportunities for learners to benefit from peer support, through working with children of different ages, and helps to build a strong, caring school community. Occasionally, we learn together as a whole school, which further enhances learning experiences and develops our nurturing environment. We aim to provide a wealth of experiences to help children to experience and celebrate success both in and out of school.



Our Curriculum

Curriculum for Excellence – Bringing **learning to life** and **life to learning**.

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning**. 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.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Responsibility of all

Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level through to Senior Phase.

Teachers and practitioners will share information to plan a child's learning journey from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There is an emphasis by all staff on looking after our children's **health and wellbeing**; to ensure that the school is a place where children feel safe and secure. **GLOW**, Scotland's unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

Developing the Young Workforce

Developing the Young Workforce (**DYW**) is a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work. This programme **builds on the foundations** already in place as part of Curriculum for Excellence.

Collaborative working between primary and secondary alongside **partnership working** builds on your child's experiences in primary school through secondary school. Curriculum planning and structures in schools have continued to evolve progressively as new qualifications have been introduced alongside traditional subjects. There is now on offer a **wide range of opportunities** for young people to develop their employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore **direct pathways** into employment.

At St Thomas Primary teaching and learning has been built up in line with Curriculum for Excellence experiences and outcomes to give a balanced and cohesive curriculum, enabling all pupils to develop to the best of their ability. All staff take account of the various ways children learn and ensure their teaching methods are best suited to their pupils.

In St Thomas Primary we know that literacy is the key to success in the future, therefore we allow more time for this area to be fully developed with active learning playing a very important part. We know that if a child cannot talk about their experiences then they cannot write about them, therefore in the early years we put more emphasis on talking and listening.

We know the importance of basic numeracy and are innovative in our approaches to ensure that children have basic numeracy facts at their fingertips. We encourage numeracy to be developed in contexts thus showing children necessary skills for life and the importance of learning.

Our aspiration in attainment and achievement for the whole school is to enable them to be successful learners by reaching their full potential through the provision of an active, healthy, challenging and enjoyable curriculum.

We will endeavour to develop confident individuals who take responsibility for their own learning who are healthy and who demonstrate positive attitudes to self and their learning and engage in positive, caring interactions with others.

We will teach our pupils the duties and responsibilities of being an effective Global Citizen, through promoting understanding of other cultures and by developing the ability to make informed choices and decisions.

We will provide opportunities for our pupils to become effective contributors by communicating in different ways to different audiences.

We will foster the ability to be creative, to solve problems and to be enterprising throughout all the activities they undertake.

In delivering a Curriculum for Excellence we use interdisciplinary learning (IDL) as the basis of curriculum design. We deliver the experiences and outcomes through this where possible. Children really like this approach and we have found that there is more opportunity for deeper learning. There are some areas of the curriculum where we study discrete subjects and at these times teachers will often dedicate a couple of days to ensure that there is time to study these topics in depth. In addition we recognise that outside agencies can support us in delivering the curriculum so we invite them into school where we can.

We recognise that learning experiences will take place in and beyond school. It is vital that all adults, including parents and carers, contribute to the educational experiences of our learners and are key players in making this vision a reality. Every second year our Primary 6 and 7 children take part in a residential experience spending four days with Outfit Moray. Children have a great time. They are challenged in many different ways. For some children the challenge is mountain biking up steep hills whereas for others this is their first time away from home.

A Play Based Approach to Learning in Line With Curriculum for Excellence

*In recent years, a more formal approach to learning and teaching has become prevalent in the early years of primary school, perhaps due to schools' response to an increasingly crowded curriculum. Research indicates that **developmentally appropriate** practice is most conducive to effective learning. A key message is that approaches to fostering learning need to be flexible to take account of the needs of the child, and will change as children develop. (Building the Curriculum 2, 2007:9)*

In the early years of primary school there may be some difficulty with the word 'play' itself. Parents often need reassurance that their children will learn effectively through play, because of its association with leisure. What is important is that all staff with responsibility for planning early years learning recognise that active learning, including purposeful play, has a central role in that process and when necessary can demonstrate this to parents. (BtC 2 2007:22).

Within early years at St Thomas', a child's day provides a mix of opportunities for working with the class, in a group or individually. Staff at St Thomas' plan their time to interact with identified children, support learning through sensitive intervention, work with smaller groups and also have whole class activities as and when appropriate. Space is arranged to provide opportunities for children to learn through social, sensory, creative, constructive and dramatic activities.

Key Principles of Early Years (Nursery to Primary 3) Pedagogy:

1. Understanding how young children learn – educators need to know the foundations of learning and how to support individuals to build on these foundations.

Young children learn by...

- Being active
- Exploring and investigating
- Playing
- Using language
- Interacting with others and the learning environment

2. Developing effective learning environments– educators provide a rich range of experiences which open children’s minds to new possibilities. Children should be reflective and aware of their own learning. Most effective layouts are those that...

- Are flexible to meet the demands of different learning experiences
- Are in keeping with the teachers / adults’ active learning philosophy
- Provide zones of learning, no boundaries and open ended resources

Developmentally appropriate practice is most conducive to effective learning. A key message is that approaches to fostering learning need to be flexible to take account of the needs of the child, and will change as children develop. (Scottish Executive 2008:2)

Play is...

- A learning experience that is **initiated by children** using resources selected by them. A learning experience that draws on **children’s creativity, imagination and is linked to their interests.**
- A learning experience that provides time and space so that children can ‘wallow’ (Bruce 2012) in ‘ideas, feelings and relationships’.

3. Connecting teaching to learning– good planning allows teachers to find creative solutions to match to the children’s interests. Observation of children and the environment are vital and children’s voice should inform planning.

Our Curriculum is divided into eight components

Planning Children’s and Young People’s Learning

Practitioners use a variety of approaches to ensure that pupils understand the purpose of their learning and are clear about how to be successful. A variety of planning approaches are used to ensure that experiences are progressive, skills – focused and meet pupils’ learning needs. Often individualised targets help pupils to assess their own learning.

Expressive Arts comprises Art and Design, Drama, Music and Dance

The components of Expressive Arts are mutually supportive. However, each component has its own unique contribution to make and will be given equal consideration in our Expressive Arts programme. We aim to introduce pupils to a wide variety of materials, techniques, skills and media; to encourage pupils to express their ideas, thoughts and feelings in a variety of forms and to encourage pupils to observe, evaluate and appreciate. We have specialists in Music, Mrs Dawson (a retired Music teacher) and Mr Jack (a Choir Master).

Languages including Literacy

We aim to provide opportunities whereby each child will develop communication skills in listening, talking, reading, writing and thinking in line with Curriculum for Excellence. We also aim to foster imagination and free expression.

Children are taught French from nursery to P7. We recognise the importance of children continuing to develop their skills in the Scots language and have a particular focus on this in the third term. We endeavour to ensure all languages which the children speak are represented in our school environment.

Maths including Numeracy

We aim to develop opportunities whereby each child will develop skills, concepts, facts and techniques in:-

- ✓ number, money and measure facts and techniques in:-
- ✓ number, money and measure
- ✓ shape, position and movement
- ✓ information handling
- ✓ problem solving

Staff provide opportunities for pupils to apply this knowledge in practical situations and within the context of other curricular areas.

Health and Wellbeing

This area underpins all areas of the curriculum from Nursery to Primary seven and beyond. Learning in Health and Wellbeing ensures that the pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We are currently implementing the 'God's Loving Plan' programme. This is available on request and can be viewed by all parents.

Science

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Social Studies

We aim to help each child to observe and explore his/her environment and to develop the relevant knowledge, understanding and skills he/she requires to comprehend and interpret the 'real world' in which he/she lives. The components of Environmental Studies include history, geography, science and technology with a focus on our local context. Over a year pupils will work on topics which cover all these aspects.

Interdisciplinary Learning

At St Thomas Primary School we endeavour to link learning across subject areas. Interdisciplinary learning enables teachers and pupils to make connections across learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, e.g. through answering big questions, exploring an issue, solving problems or completing a project.

Technology

St Thomas Primary School has a bank of laptops and i-pads. In addition each class has one interactive white board and an iPad.

Pupils are given the opportunity to cover the following areas;

- ✓ Using the technology

- ✓ Creating and presenting
- ✓ Collecting and analysing
- ✓ Searching and researching
- ✓ Communicating and calibrating
- ✓ Controlling and modelling

All pupils participate in **STEM** (Science, Technology, Engineering and Maths) lessons. We recognise the importance of preparing our young people for the changing world of work and the demands of the future.

For further information on Learning in Scotland please access the following link:

<https://education.gov.scot/parentzone/learning-in-scotland>

Religious Education in Roman Catholic Schools

Religious Education is a vital element of every child's development. All children should be aware of the significance of and role that religion plays in peoples' lives and in society as a whole. Moral education will be developed so that each child will be encouraged to develop as a mature and responsible member of society, capable of making decisions based on knowledge of their own self and the effect of their actions upon others. All Catholic Schools in Scotland are guided by "This is Our Faith" and "God's Loving Plan". Our approach isn't simply confined to R.E. lessons but permeates the whole life of the school.

We continue to maintain a close working relationship between home, school and parish. Our chaplains are Fr. Kingsley and Fr. Peter and Fr. Colin Stewart from Elgin is the Bishop Hugh's representative for education. As a Catholic school we expect all members of the school community to support the ethos of the school as outlined in the Charter.

Religious Observance

Morning and afternoon sessions are opened and closed with a prayer. We have weekly whole school assemblies on Monday morning with a religious input. As a Catholic school, we celebrate the major feasts in the Christian calendar. Whilst you have the right to withdraw your child from Religious Observance, we would expect that having chosen to send your child to our school, you are committing to the whole life of our school. If you have any questions about this, please contact the Head Teacher

Positive Relationships

We are committed to building positive relationships across the school community, to praise good behaviour choices and to encourage honesty and integrity in all that our young people do and say.

We want our school to be a welcoming place where children and staff feel safe, respected, included and happy. In order to achieve this we have expect everyone to show respect, kindness and consideration for others.

We encourage pupils to have pride in themselves, have consideration and care for others and their property and to be aware of the wellbeing and safety of those around them. This message is revisited at assemblies and in the classrooms in many different ways.

We also place a lot of emphasis on our partnership with parents and families and on the role that they play in assisting us to ensure that our school is a safe and happy place.

Our school ethos promotes respect for the individual and therefore any form of bullying is unacceptable at St Thomas Primary and will not be tolerated. However, many perceived instances of "bullying" are often found to be merely children falling out, squabbling or being unable to sort disagreements themselves. We support our learners to work through issues at an early stage and become aware of the point of view of others.

The school policy on Positive Relationships is available on request from the school.

Parents can access Moray Council's Building Better Relationships Anti- Bullying Guidance

It is important to remember that all behaviour communicates feelings, whether they are positive or negative. Our response at St Thomas Primary is to focus on identifying how someone feels and helping them to cope with and respond to those feelings. At St Thomas Primary School, we DO NOT tolerate bullying. Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. Bullying behaviour can harm people either physically or emotionally. What is bullying:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)
-

A child's experience will be directly affected by the response they get from the adult who is dealing with an issue.

St Thomas Primary is a 'solution oriented' school. We encourage children to treat others as they would like to be treated themselves. Positive playground play and behaviour is emphasised and if there is an issue we listen to all sides of the situation and promote a restorative approach to get it right:

"Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation." It also means that: Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others. There are adult supervisors in the playground who reinforce the positive play message and monitor behaviour. Pupils are asked to talk to an adult or teacher about matters that are not resolved or causing distress.

At St Thomas's, we have an open-door policy and are happy to discuss any worries or concerns that you may have about your child during their education with us.

More advice can be found on these websites:

<https://education.gov.scot/parentzone>

<http://respectme.org.uk/>

Class teachers deal with any minor discipline problems. More serious problems and persistent offenders are referred to the Head teacher. At this stage the parents may be called in. All staff follow this restorative approach to bullying behaviour. We ask for your co-operation and support in continuing to maintain a caring atmosphere in the school and also your continuing help in sustaining our code of discipline and behaviour.

Learning at Home

Class teachers provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations. Homework tasks are set through Microsoft Teams and Class Dojo.

Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships.

We believe that a carefully balanced Home Learning programme is beneficial for children for the following reasons:

- To give parents opportunities to be directly involved in their child's learning;
- To reinforce the partnership between home and school;

- To consolidate skills learned in school and give opportunities to extend learning.

We expect all children to work hard throughout the school day and therefore their time outside school should principally be for extra-curricular activities, rest and relaxation. Going to, for example, Brownies, Beavers, swimming, dance and football clubs are valuable activities. Equally valuable is family time spent at home, playing, talking and seeing friends.

Further information can be found in the Moray Council Notes for Parents & Carers (see [Appendix A](#))

Extra-Curricular Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority and ASG provide a degree of financial and administrative support for competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. There is a range of extra-curricular activities available for pupils during lunchtime and sometimes after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work. Throughout the year various clubs are offered to children: Cross Country, Homework, Basketball and Dodgeball Club. These can vary from term to term and we continue to strive to provide different experiences for our pupils.

Celebrating Success/Wider Achievement over the Year

Celebrating achievement is very important to everyone in the St Thomas Primary School community. We believe it is very important to teach pupils about what achievements are, the importance of celebrating successes and encouraging our pupils to reflect on their wider achievements. Every Friday we have whole school assembly, where awards and certificates are handed out to celebrate personal and school achievements.

Assessment and Reporting

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

- Learner involvement in setting personal targets and next steps
- On-going self-evaluation by learners, staff and head teacher
- Identification of strengths and next steps
- A range of approaches to assessment
- A variety of evidence gathered informally on a day to day basis or formally at certain points throughout the year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Benchmarks
- Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA): Learner’s progress is defined within the following levels:

Level	Stage
Early	Pre-school and P1 however may be later for some
First	To the end of P4 however may be earlier or later for some
Second	To the end of P7 however may be earlier or later for some
Third & Fourth	S1–S3 however this may be earlier for some
Senior Phase	S4-S6 and college or other means of study

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

- Within schools and establishments, finding out about your child’s progress includes:
- Attending parents’ information evenings
- Discussing progress with teaching staff and head teacher by appointment
- Attend open evenings/afternoons including “meet the teacher” events
- Summary Reports (sent home to parents/carers including an invite to make comments)
- Social media updates from staff and/or the school

Parent consultations are offered twice a year, November and May/June. Written reports are currently being reviewed.

Support for Learning and Additional Support Needs

Support Arrangements for All Pupils

Providing personal support for learners 3-18 is the responsibility of all staff. In the ELC (early learning and childcare) and primary setting the nursery manager or class teacher is the key adult who knows every child or young person in their care well, taking an interest in their welfare and progress.

Identifying and Addressing Additional Support Needs - Getting it Right for Every Child (GIRFEC)

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 Head teacher. The Head teacher will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact your child's Head teacher either by phone, email or alternatively a letter marked for the attention of your child's Head teacher

Assessment and planning for the needs of children identified for intervention will be done through consultation with SFL teacher, class teacher, parents and pupil to identify their strengths, barriers to learning and what action or support is required to meet their additional needs. Some children will have an LPS (Learning Profile and Strategies) devised in collaboration with them. This forms part of the Individual Education Plan which is shared with parents/carers and will be monitored and updated on a regular basis.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it, to help them achieve their potential.

Our SFL teacher takes on the five roles of support for learning including Consultancy, Co-operative Teaching with class teachers, Identification and Assessment, Partnership with Specialist Services, contributing to Professional Development. The work of the Support for Learning Teacher is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need.

Central to this is the assessment of need using the staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind. To help support the specific needs of any pupil who may require extra help the school is able to call upon the services of Educational Psychology, Home School Link Worker, Speech and Language, Occupational Therapy, Health and other agencies. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

Parents who have any concerns about their child's progress should make an appointment to discuss the matter with the class teacher in the first instance.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. More information can be found on The Moray Council's website regarding this and the council's provision for additional support needs in Moray. Please refer to [Appendix A](#) for how to access this.

Information on GIRFEC ("Getting it Right for Every Child") is available at:
<http://www.gov.scot/Topics/People/Young-People/gettingitright>

Useful information

School Meals

As part of our health and wellbeing policy we are trying to encourage children to choose healthier options at lunch and at playtimes. Our school meals are made from the finest ingredients and fresh local produce. They are nutritious, healthy and balanced. They are high quality and provide excellent value for money. We are very fortunate to have our meals cooked on premises at the school canteen by our Catering Supervisor and Catering Assistant. More information can be found at [Moray Council website](#)

Meals are free for P1-5 and cost £2.40 each for P6-7. Moray Council have introduced a cashless catering system and details of this can be found at www.moray.gov.uk/schoolpayments

Pupils who prefer to bring a packed lunch sit alongside their peers in the canteen. We promote healthy eating and would encourage you to make these healthy and avoid sugary food and drinks.

Free School Meals

Currently, P1-5 are entitled to free school meals as part of a Government initiative. For children in P6-7 if you are in receipt of certain benefits you can make a claim for free school meals. More information can be found at [Moray Council website](#) or contact the school office for information.

School Uniform

The uniform is designed to be smart, yet practical and economical. It comprises any combination of:

- Maroon school sweatshirt or polo fleece with or without the embroidered badge*
- Black jogging bottoms /black trousers/ shorts/ skirt/ pinafore
- White polo shirt with or without the embroidered badge*
- White shirt or blouse

* These items may be bought directly from our supplier www.myclothing.com

The wearing of uniform is encouraged as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community.

Parents and carers are welcome to access the school's small clothes bank where they can find free sweatshirts, polo shirts etc.

Donations of good quality school clothes are always welcome.

Please ensure that all items of clothing and footwear are clearly labelled with your child's name.

Clothing Grants

Some households may be entitled to clothing grants if you are in receipt of certain benefits. More information can be found at [Moray Council website](#)

P.E. Kit

As required by Education Scotland all children receive the expected 2 hours of P.E. time each week. For this they should wear:

- Loose fitting shorts, a T-shirt and gym shoes.
- Pupils must have P.E. kit for all P.E. lessons.

Please note that it is essential to name all belongings.

For safety reasons the wearing of jewellery is not permitted during games and physical education activities. On all gym days if young children are unable to remove ear-rings, parents/carers should do this for them before the child comes to school.

First Aid and Medical (Including Health and Safety)

When children are enrolled we record appropriate family details such as parents' place of work, telephone numbers and emergency contacts so that, in the event of an accident or illness, the school has a range of options when trying to contact the parent.

It is important to inform the school of any change of address, place of employment, telephone number or emergency contact. Information about any medical condition is also recorded so that appropriate consideration can be given to the management of the child within the class. The school should be kept up to date with any on-going health problems. Information on pupils and parents/carers is stored securely on a computer system

An accident record book is kept for any accidents which occur during the school day. Any first aid administered will be communicated home. Parents will be contacted should the accident be serious or should the child become unwell.

If a child has vomited during the course of the day, parents will be contacted in order to take him/her home. The pupil should not return to school until 48 hours have elapsed since the last occurrence to prevent any viral infections spreading around the school. If you are unsure when your child should return to school please contact the school office.

Medical reviews, as and when appropriate, are held at the discretion of the school health nurse or medical officer. Dental inspections for selected year groups are usually carried out annually, and parents are informed if any treatment is required.

Medicines in School

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

If your child requires prescribed medication, please obtain the form; "Parental Request for Medication to be Administered in School" from the school office. In line with the policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

Child Protection

Child Protection Indicators

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

(United Nations Conventions on the Rights of the Child)

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

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

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

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

Home and School

Reporting a Pupil Absence

To ensure as far as possible the safety and well-being of children you should arrange to contact the school if your child is to be absent advising a reason for absence. You can do this via the following methods:

Parents Portal

www.moray.gov.uk/parentsportal

Telephone Information Line

***Telephone Information Line: 0870 054 9999 and then 031510.
(Calls to this number will be charged at 2p per minute service charge plus your call provider's access charge)***

School Telephone or Email

***Telephone: 01542 882256/01542 886841
e-mail: admin.stthomasp@moray-edunet.gov.uk***

Absence Information

It is important that you advise the school on a daily basis (if your child continues to be absent for more than one day) the reason for absence. Attendance register is checked daily at the beginning of the morning and afternoon sessions.

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 to this. We will use the contact information provided by you. If there are arrangements for your child(ren) to stay with an ex-spouse or partner, please keep the school updated with the access arrangements. We will make this a priority and will complete these checks as soon as possible, taking into consideration the availability of administration support in the school.

If we cannot immediately make contact with you or a partner, then we will contact the person you have named as your family emergency contact. Failure to make contact with you or any of your emergency contacts will result in us alerting Police Scotland.

Should you have concerns about the well-being of your child, for any reason, prior to them leaving for school in the morning, please contact the school personally or by telephone to alert a member of staff.

All children are expected to arrive for school to begin at 9.00 a.m. It is always best for every child to arrive at school on time as this has a positive impact on their learning and the teaching time.

Our electronic management system SEEMIS allows us to monitor lateness and absences in order to support and advise families if it is deemed necessary to discuss.

Family Holidays during Term Time

Advice from the Scottish Government is that holidays taken during the school session, other than in exceptional circumstances, will be considered as unauthorised absences. Parents need to inform the school about such holidays in writing or by contacting the school administrator directly.

School Closure/Adverse Weather

If a decision to close the school is taken by the Head Teacher, due adverse weather conditions etc, the following information points are available to you:

Moray Council Website (Service Status)

Information on closures can be found at <https://secure.moray.gov.uk/mcalerts/portal/>

School Information Line

Contact the school's automated information line for recorded information on school closures

Call 0870 054 9999 and then enter school PIN 031510 (then select 1)

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

This system can also be used to report pupil absences to the school

Radio

Announcements for all closures may be made on local and national radio (Moray Firth Radio and BBC Radio Scotland).

Twitter

Moray Council twitter @TheMorayCouncil

Additionally

A text message may also be sent (within school hours).

You can also receive an email alert message if you are registered with mygovscot

<https://online.moray.gov.uk/site/wss/home>

Holiday Dates 2023/24

School term dates are available on the internet at The Moray Council's website

http://www.moray.gov.uk/moray_standard/page_55829.html

<u>AUTUMN</u>	
Term Begins	Tuesday 15 th August 2023 (Teachers only Monday 14 th August 2023)
Term Ends	Friday 6 th October 2023
October Break	Monday 9 th October to Friday 20 th October 2023 inclusive
<u>WINTER</u>	
Term Begins	Monday 23 rd October 2023
In-Service Closures	Monday 13 th November to Tuesday 14 th November 2023
Term Ends	Friday 22 nd December 2023
Christmas Holiday	Monday 25 th December to Friday 5 th January 2024 inclusive

<u>SPRING</u>	
Term Begins	Monday 8 th January 2024
Mid Term Holiday	Friday 9 th February - Monday 12 th February 2024
Term Ends	Thursday 28 th March 2024
Spring Holiday	Friday 29 th March 2024 (Good Friday)
Spring Holiday Ends (continued overleaf)	Friday 12 th April 2024
<u>SUMMER</u>	
Term Begins	Monday 15 th April 2024
May Day Holiday	Monday 6 th May 2024
In-Service Closures	Thursday 16 th May 2024 – Friday 17 th May 2024
Local Holiday	Monday 3 rd June 2024
Term Ends	Friday 28 th June 2024
Session 2024/2025	Wednesday 14 th August 2024 (Teachers only Monday 12 th and Tuesday 13 th August 2024)

Policies

Data Protection Act 2018

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

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

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

More information is available on the Moray Council website at:
http://www.moray.gov.uk/moray_standard/page_119859.html

Standard Privacy Notice

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

- Data about our pupils/children and their families

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

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

- Data about pupils/children at school

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

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

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

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

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

We will also take photographs in school and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins St Thomas Primary, Keith and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

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

If a pupil/child moves schools, we have a legal obligation to pass on information to their new school/education authority about their education at St Thomas Primary, Keith.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the Moray Council's Information Management webpages.

Sharing personal data to support Wellbeing

In addition to the above, St Thomas Primary, Keith has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

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

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Standards and Quality Report/School Improvement Plan

Copies of our current Standard and Quality Report and School Improvement Plan are available on request from the school office. Available on school website

Admission and 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 THEIR 'IN ZONE' LOCAL PRIMARY SCHOOL**. At the same time as registering, parents can **ENROL** their child for a place in their local in-zone school or receive information about making a request for a place in another Out-of-Zone school. The whole registration process, including placing requests, should now be completed online. You'll need to have scanned copies of your child's birth certificate and proof of address to upload and submit online, a clear photograph of these documents will also suffice.

If you wish to enrol at one of our Roman Catholic schools, in addition to the documentation above, **you will also be required to provide your child's Roman Catholic Baptismal certificate**. If your child does not have a Baptismal certificate you will need to register your child for the local catchment school, and make a placing request to attend the Roman Catholic school.

If you are unable to apply online and require a paper copy of our application form, you can contact your local catchment school by phone or email.

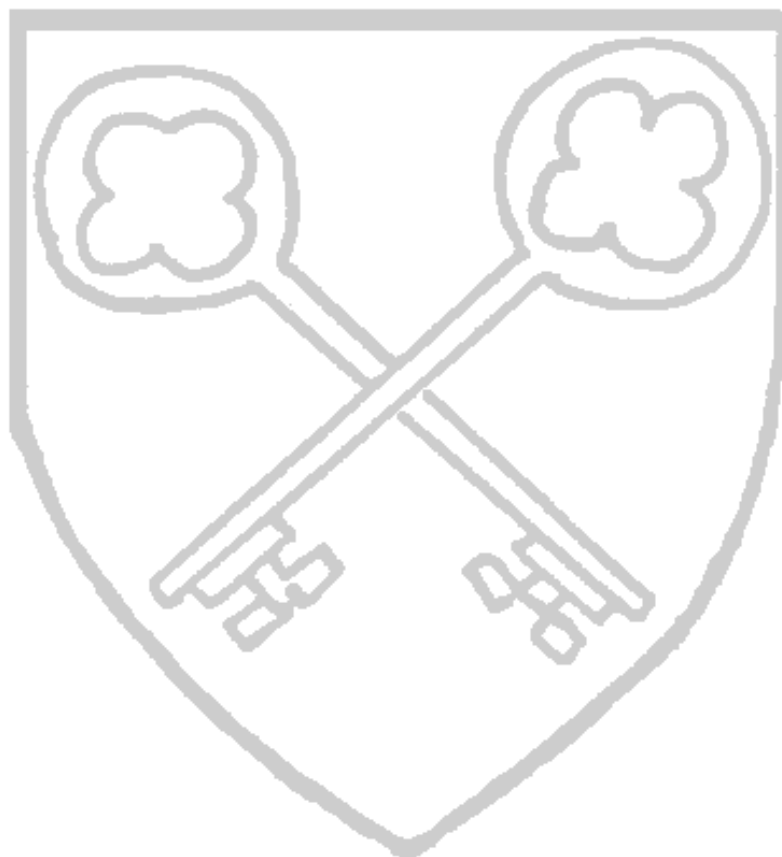
. For more information go to http://www.moray.gov.uk/moray_standard/page_52987.html

Once we have all the information about the children who will be joining Primary 1, we will send out an invitation for parents and children to come into school for an induction morning where you can meet with staff and visit the school.

Transitions

Transition from Nursery to Primary 1: Staff at St Thomas PS work closely with staff from St Thomas Nursery to ensure a smooth transition for all pupils into P1. There are planned opportunities for transitions for the nursery children to visit the early stage class in the third and fourth term. In the fourth term the children meet their P7 buddies who will help look after them when they start school. Parents are also invited to a further information afternoon in May giving detailed information and handouts about the start of school. Transitions

between classes: At the end of each year within primary, children take part in a “step-up” afternoon where they meet their new teacher and classmates. Pupils with Additional Support Needs who require enhanced transition at any stage are supported with additional activities/visits appropriate to their individual needs. Staff also meet to pass on transition information to the next teacher, both about each child’s learning and progress and pastoral information. Transition from Primary 7 to Secondary 1: There are good relationships between Keith Grammar School and St Thomas both at staff and management level. Guidance and Subject staff visit our P7 pupils to talk to them about what to expect at secondary school, to answer their questions and allay their fears. There is a three day transition to the Secondary School in June. Parents are invited to attend meetings at the Secondary School, providing the opportunity to meet with senior members of staff and the guidance team. Pupils with Additional Support Needs have an enhanced transition either individually or within a group, designed to meet their particular needs.



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

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

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