

Rothes Primary School

by heart & by hand



# A HANDBOOK FOR PARENTS & CARERS



December 2023

**Happy**  
**Enthusiastic**  
**Achieving**  
**Respectful**  
**Teamwork**



**Hardworking**  
**Adventurous**  
**Nurturing**  
**Determined**

**Telephone**

**01340 831269**

**E-mail**

[admin.rothesp@moray-edunet.gov.uk](mailto:admin.rothesp@moray-edunet.gov.uk)

**Website**

[www.rothes.moray.sch.uk](http://www.rothes.moray.sch.uk)

**Twitter**

[@rothesprimary](https://twitter.com/rothesprimary)

**Moray Council Website**

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



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

Phone: 01343 563319 or Email: [equalopportunities@moray.gov.uk](mailto:equalopportunities@moray.gov.uk) or

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

**The handbook has been prepared following guidelines set out by The Moray Council.**



## Head Teacher's Welcome

It is a real pleasure, as Head Teacher of Rothes Primary School, to welcome you to our 2023/2024 Handbook. We hope that prospective and current parents will find it informative and enjoyable to read.



Rothes Primary is a values based learning community. We live by our vision of 'By Heart and By Hand' and by our HEART and HAND values of Happy, Enthusiastic, Achieving, Respected Teamwork, Hardworking, Adventurous, Nurturing and Determined to create a place where everyone thrives in their learning and and feels happy, respected and safe.

We continue to work together to develop the skills and attributes needed for life-long learning for all members of our school community. Our staff are dedicated in providing a motivating, challenging and exciting learning adventure for all which allows our learners to link their skills to real life contexts.

We are all proud of our amazing school and work hard to ensure all children are given every opportunity to achieve their very best. We pride ourselves on knowing all of our children and nurture them to be citizens of the future.

Our school is warm and welcoming and we encourage all parents and carers to play an active role in the life of the school and their child's learning journey. We have strong links within our local community and we are extremely well supported by our Parent Council - the Rothes School Association.

If you would like to know more about our school, you are warmly invited to visit us. The children of Rothes enjoy meeting visitors and are delighted to show you around and share their learning and achievements.

Please call (between 9am and 12pm) or email our school office to book an appointment.

Faith Sargeant  
Head Teacher

## School Information

Address	Rothes Primary School Green Street Rothes Aberlour Moray AB38 7BD
Head Teacher	Faith Sargeant
Telephone	01340 831269
Email	<a href="mailto:admin.rothesp@moray-edunet.gov.uk">admin.rothesp@moray-edunet.gov.uk</a>
School Website	<a href="http://www.rothes.moray.sch.uk">www.rothes.moray.sch.uk</a>
Twitter	<a href="https://twitter.com/rothesprimary">@rothesprimary</a>
Facebook	<a href="#">Search for Rothes Primary School</a>
Information Line	0870 054 9999 Rothes Pin Code 031450
School Hours	Morning 1 Interval Morning 2 Lunch Afternoon
P1/2, P2/3 & P3/4	08.55-10.30 10.30-10.50 10.50-12.15 12.15-13.00 13.00-15.00
P5/6 & P6/7	08.55-10.30 10.30-10.50 10.50-12.25 12.25-13.10 13.10-15.00



Parents can access useful information, including "Notes for Parents & Carers" on the Moray Council's website pages at: [www.moray.gov.uk/moray\\_standard/page\\_43612.html](http://www.moray.gov.uk/moray_standard/page_43612.html)

# School Holidays and Term Dates

2023-2024	2024-2025
<p><b>Autumn</b> In-Service Closure: Monday 14 August 2023</p> <p>Term starts: Tuesday 15 August 2023 Term ends: Friday 6 October 2023 Autumn holiday: Monday 9 October 2023 - Friday 20 October 2023</p> <p><b>Winter</b> Term starts: Monday 23 October 2023 In-Service Closure: Monday 13 Nov 2023 In-Service Closure: Tuesday 14 Nov 2023 Term ends: Friday 22 December 2023 Christmas holidays: Monday 25 December 2023 - Friday 5 January 2024</p> <p><b>Spring</b> Term starts: Monday 8 January 2024</p> <p>Mid-term holiday: Friday 9 &amp; Monday 12 February 2024 Term ends: Thursday 28 March 2024 Spring holiday: Friday 29 March 2024 (Good Friday) - Friday 12 April 2024</p> <p><b>Summer</b> Term starts - Monday 15 April 2024 May Day Holiday: Monday 6 May 2024 In-Service Closure: Thursday 16 May 2024 In-Service Closure: Friday 17 May 2024 Term ends: Friday 28 June 2024</p> <p>Plus one occasional day holiday: Speyside High School ASG - Monday 3 June 2024</p>	<p><b>Autumn</b> In-Service Closure: Monday 12 August 2024 In-Service Closure: Tuesday 13 August 2024 Term starts: Wednesday 14 August 2024 Term ends: Friday 4 October 2024 Autumn holiday: Monday 7 October 2024 - Friday 18 October 2024</p> <p><b>Winter</b> Term starts: Monday 21 October 2024 In-Service Closure: Monday 11 November 2024 In-Service Closure: Tuesday 12 November 2024 Term ends: Friday 20 December 2024 Christmas holidays: Monday 23 December 2024 - Friday 3 January 2025</p> <p><b>Spring</b> Term starts: Monday 6 January 2025 In-Service Closure: Thursday 13 February 2025 Mid-term holiday: Friday 14 &amp; Monday 17 February 2025 Term ends: Friday 28 March 2025 Spring holiday: Monday 31 March - Friday 11 April 2025</p> <p><b>Summer</b> Term starts: Monday 14 April 2025 Good Friday holiday: Friday 18 April 2025 May Day holiday: Monday 5 May 2025 Term ends: Friday 27 June 2025</p> <p>Plus 1 occasional day holiday to be agreed by 31 March 2024</p>

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 school, from Education & Social Care, or the Moray Council Internet Site: [www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html)

This booklet is available in other languages.

# About Our School

At Rothés Primary School we believe there are lots of important things which make us unique:

**Our Location** - in Rothés we have access the River Spey, the castle, the 'Dounie' environmental area and lots of open green spaces. We enjoy visiting the Rothés Kirk for our Harvest, Christmas and Easter services, led by our pupils and our local Church Minister. We use the Grant Hall for a variety of events including Christmas Shows, Performances, Ceilidh's and social events.

**Our Catchment** - we have a range of pupils from Rothés and the surrounding countryside area, including the Glen of Rothés, Orton and Craigellachie/Elchies to the west of the River Spey. Pupils from outlying areas travel to school by taxi or minibus, provided by Moray Council.

**Our Local Industries** - Glen Grant, Speyburn and Glen Spey Distilleries, Rothés Football Club, Forsyth's coppersmiths, fisheries, wind farms, local businesses and tourism.



We are a non-denominational primary school for children aged 4 to 12 years. Pupils are in multi composite classes which we consider to be an asset. Our children benefit from peer support through working with children of different ages, and helps us to build a strong, caring community. When appropriate, we also carry out activities by joining classes, in houses or as a whole school.

We have five large classrooms as well as a French/Music/support for learning classroom, which is used throughout the week for group work and break out areas. Our hall is used for PE, Drama, active learning, together times and lunches. Our school lunches are cooked fresh each day on site by our cook and her team of staff.



We have a grassy play area at the rear of the building as well as a story -telling chair area. Our playground is fully tarmacked and surrounds our school building. We also have a low level trim trail and a beautiful outdoor learning log cabin classroom.

All classes take advantage of the glorious countryside around Rothés School and the children benefit from a variety of outdoor learning experiences.

# Staffing

Head Teacher	Mrs Faith Sargeant
Class Teacher	Ms Janet Morgan (P1/2)
Class Teacher	Miss Emma Chesney (P2/3)
Class Teacher	Mrs Claire Timms (P3/4)
Class Teacher	Mrs Yvonne Ferguson (P5/6)
Class Teacher	Mrs Hazel MacDonell (P6/7)
SfL Teacher	Mr Martin Collis
Support Staff	Mrs Judith Belford (School Administrator) Mrs Janice Christie (Classroom Assistant) Mrs Leigh Anderson (Pupil Support Assistant/ Lunchtime Supervisor) Mrs Eleanor Simpson (Pupil Support Assistant / Playground Supervisor) Ms Carolann Smith (Pupil Support Assistant/ Lunchtime Supervisor) Mrs Karen Clark (Pupil Support Assistant) Miss Zoe Slessor (Pupil Support Assistant)
Janitor	Mr Les Milne
Cook	Mrs Fiona Hutton
Kitchen Assistant	Mrs Susan Reid
Kitchen Assistant	Mrs Caroline Johnston
Kitchen Assistant	Mrs Claire Mitchell
Cleaners	Mrs Shona Wiseman Miss Bernie Sengers
Music Instruction	Mrs Allison Gillies (P5 Ukulele & Music Lessons- all classes) Mrs Rachel Lewtas (Violin) Mr James Gray (Brass)

## Roths Nursery

Manager Mrs Eve Matthew/Mrs Mitch Fraser

Our Nursery has their own handbook for information and is managed by Miss Eve Matthew who can be contacted at [Eve.Matthew@moray.gov.uk](mailto:Eve.Matthew@moray.gov.uk)



## Our School Vision

Our vision is based on our school motto 'corde et manu' - by heart and by hand. We will ensure all pupils will develop the skills to become:

- ❖ Successful learners who enjoy learning and make progress and achieve
- ❖ Confident individuals who are able to live safe, healthy and fulfilling lives
- ❖ Responsible citizens who make a positive contribution to society
- ❖ Effective Contributors who are included and engaged in their learning journey

## Our School Values

After working in House Groups and through consultation with our parents and staff the following values were identified as special to us at Rothes:

**Happy**  
**Enthusiastic**  
**Achieving**  
**Respectful**  
**Teamwork**



**Hardworking**  
**Adventurous**  
**Nurturing**  
**Determined**

## Our School Aims

### Ethos

We will continue to build a positive and supportive community which includes everyone.

### Curriculum

We will motivate everyone to love learning and be the best that we can be.

### Interdisciplinary Learning

We will continue to develop and use skills that are essential for our journey through life.

### Personal and Wider Achievement

We encourage everyone to take responsibility for their own learning and celebrate success in all aspects of our lives.

# Promoting Positive Behaviour - Our Policy

We encourage children to treat others as they would like to be treated themselves. Our whole school community follows our positive behaviour policy which starts with the idea that we are all 'Rothes Ready'. The policy is available on our website.

To enable learning, a calm and purposeful atmosphere in and around the school is essential. Children are encouraged to follow our 'Rothes Ready' code:

- Politeness and respect for everyone in our school
- Respect for all property and resources,
- Safe movement around the building and outside
- Calmness and social harmony
- Respect for everyone in the community
- A positive attitude to learning
- Positive participation in the school experience



There are times, unfortunately, when pupils' learning or the calm and friendly atmosphere is disrupted. We endeavour to speak with pupils about the choices they make to enable them to understand why they may be inappropriate or unacceptable. The response for negative behaviour is as follows:



- Staff reminds the pupil of our school values and rules
- Repeated behaviour - the child is asked to 'Stop & Think - Make A Better Choice' and given a reminder of our school values.
- If the child continues to repeat behaviour - the child receives a 'Stop' warning and is given time to reflect on their behaviour plus a chance think of solutions to resolve any issues in the form of a reflective conversation with an adult.



Parents will be informed if their child has received a 'Stop', with an expectation that parents speak with their child at home about the unacceptable behaviour. If a child has received a 'Stop' on a number of occasions parents will be contacted to discuss strategies to support the child moving forwards. We ask parents to support the school's behaviour policies and if needed, the use of considered sanctions.

## Restorative Approach

**\*RESPECT:** for everyone - listen to other opinions and learn to value them

**\*RESPONSIBILITY:** taking responsibility for your own actions

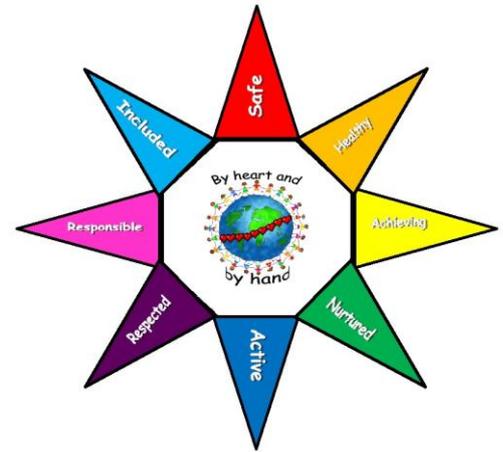
**\*REPAIR:** develop skills to identify solutions to problems or issues, implement solutions and build bridges with others

Exclusion from school (Please see [here](#) for information about exclusions).

# BULLYING

Roths Primary School has the following written statement on bullying which forms part of our Promoting Positive Behaviour Policy:

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



Bullying may be verbal, physical or mental. It is a persistent "attack" by one or more pupils on another, or the deliberate exclusion of a pupil by others. It is not an argument or disagreement between people, or the breaking up of friends, although this may be the cause of bullying later.

The problem of bullying can only be addressed if the school knows it is happening, so we need to know. Parents who are concerned about any incident should get in touch with the school immediately.

## Procedures:

- Victims of bullying, onlookers or parents should report incidents to a member of staff. This can be done in complete confidence and everyone will receive a sympathetic hearing.
- All reports of bullying will be investigated. In many cases the problem is resolved at this stage if the incident is found to be a more general behaviour problem.

## However if bullying is happening the following procedures apply:

- The Head Teacher will be informed of all incidents of bullying and will become involved as necessary.
- Incidents of bullying will be recorded on SEEMIS.
- Parents of victims will be informed of the investigation and the outcome.
- Parents of bullies will be informed of incidents and will be given an opportunity to discuss their child's behaviour and the sanctions imposed.

We have very few incidents of bullying in our school, but even one is one too many. We expect the co-operation of all parents and children in our efforts to stamp out any bullying in our school.

# Celebrating Achievement

At Rothés, we are dedicated to educating the 'whole child' and one aspect of this journey is to celebrate what our children achieve outside of school. Children have the opportunity in their own classes to share achievements and successes - these are celebrated by the whole class. Achievements may also be celebrated and shared more widely on class displays, in our Friday Celebration Assembly, in the school newsletter, on Class Dojo, on our school website, Twitter or Facebook pages and also on our Google Classrooms.



## House Points

We have three Houses at Rothés: **Gordon**

At the start of every school year, we hold a House Captain election and candidates are voted in based on their potential to lead their house. Each house is led by a P7 House and usually a Vice-Captain.

Pupils at school have the opportunity to earn house points and these points are rewarded for many reasons including: demonstrating our school values, being Rothés Ready, effort in class, helping others.....

Our pupils may also earn a 'Golden Ticket' for following our school values, giving 100% to a task, being Rothés Ready etc... Most weeks, in our Friday Celebration, we draw a number of golden tickets from our 'hat' and the selected children choose an item from our prize box!!

Our house and vice captains tally up all the House Points and the results are announced and celebrated each week at our Friday Celebration Assembly.

## By Heart & By Hand Awards (Head Teacher Awards)



On Mondays, a target is set for the whole school to focus on during the week (or sometimes over two weeks).

The targets are based on a variety of different skills for life, learning and work. Every Friday our class teachers, sometimes with input from their class and/or support staff, identify pupils to receive the Heart and Hand Award for that week - they also receive a special Rothés Gold Pencil & sticker.

**Grant**

**Leslie**



# Children's Rights

The Children and Young People (Scotland) Act 2014 included new law to help make sure children's rights are promoted across Scotland. Children and young people's rights and participation are promoted in lots of different ways by schools in Moray.



This means we:

- ✓ Raise awareness of Children's Rights, and how rights can be accessed
- ✓ Provide opportunities for children and young people to get involved in decision-making
- ✓ Make sure children and young people's views influence how we develop services
- ✓ Support children and young people to express their views (where needed)
- ✓ Listen to children and young people's views on what we do well, and what we could do differently

# Pupil Voice

Every pupil at Rothies Primary School is encouraged to actively participate in discussions by listening to others and by contributing their own ideas. Throughout the term, the children work together and discuss school related issues in their class groups.

We meet in our house groups and work together on our school improvement priorities. Each house has taken leadership on developing one priority from our school plan.



Mrs Sargeant may also meet with focus groups of children at different times in the year in order to collect pupil ideas, suggestions and to plan improvements - sometimes these focus groups take the form of Milkshake Meetings!!

# Religious Observance



At Rothes Primary School we teach and learn of the value of tolerance and concern for others including those with different religions, beliefs and ways of life. We celebrate our differences and recognise that in the learning of other cultures and faiths we become stronger in our own convictions.

We work in partnership with two different Christian denominations, The Church of Scotland in Rothes and Catholic Church in Aberlour.

We also seek out other opportunities and/or partnership so that our pupils have the chance to learn about the variety of religions, beliefs and ways of life that other people and societies follow.



We use our Targets of the Week and our Friday Together Times to promote sound moral values as well as opportunities throughout the year for religious observance. It is lovely to be able to welcome family, friends and community members to join us at services at the Rothes Church throughout the year.

***Parents who wish to exercise their right to withdraw their children from religious observance may do so by contacting Mrs Sargeant, the head teacher.***



# Enrolment, Inductions and Transitions

## Enrolment For Primary 1 - August 2024

Children start Primary One in August each year and registrations take place in January of the same year.

Children are eligible for enrolment if they will be five years old before 1st March the following year.

Follow the link to the Moray Council's Admissions Page.

[http://www.moray.gov.uk/moray\\_standard/page\\_52987.html](http://www.moray.gov.uk/moray_standard/page_52987.html)

A programme of transitional activities is planned in the summer term prior to enrolment to help your child prepare for school.



## Transfer from other schools



We are always happy to welcome new pupils and their families to Rothies. If you are considering enrolling your child at Rothies Primary School, please telephone Mrs Belford in the school office to request an appointment. Mrs Sargeant, the head teacher, is happy to give you a tour of our school. This may include: visiting classes and meeting some of the teachers, support staff and pupils.

Children who live in or move into our catchment area are entitled to a place at Rothies. Parents or Carers should complete an application form (online forms are preferable) and also provide an original birth certificate and proof of address.

## Transition from P7 to High School

At the end of Primary 7, pupils move onto their secondary education. Most children 'graduate' from Rothies to Speyside High School in Aberlour. There are a variety of transition activities for pupils and parents during the latter months of Primary 7. These give pupils an opportunity to meet children from other schools who will be entering their first year at High School with them.



There are also enhanced transition opportunities scheduled for pupils who may need a little extra support in moving up to High School.

## Attendance

We would like all children to come to school every day to get the very most out of their time with us. When children have regular and punctual attendance, they take part in all the learning opportunities offered and they are more likely to develop strong friendships with other children. When children have absences, their learning suffers - they have gaps in their learning compared with the rest of their group and they have things to catch up on when they return. It can be disruptive for both them and their peers and we really discourage it.

## Absence

Please let us know if your child will be absent by informing us as soon as possible, either by phone or by email. If we have not had a message about your child's absence by 9:30am, we will contact you to find out where they are and why they are not attending school. If we fail to contact all main carers and then any emergency contacts, we have an obligation to contact the police for them or a member of the social work team to do a safety check.

## Contacting School Staff



If you have any questions or concerns about your child please contact the school office straight away. All our staff are willing to meet with you to discuss your child's education and learning experience at school. (By phone, virtually and face-to-face)

If you wish to speak to a member of staff we are happy to arrange this either before or after the school day. Please contact us through the school office or chat to the staff when dropping off or picking up your child.

## Complaints Procedure

If you wish to discuss any concerns or issues, please contact your child's teacher in the first instance. Parents may speak to the Head Teacher if they wish to pursue an issue. If the matter has been dealt with by the head teacher and a parent feels that the matter has not been dealt with satisfactorily, the parent has the right to make a complaint to Moray Council.

# Severe Weather & School Emergency Closure

At the beginning of every school year we ask that you update your emergency information. It is policy that all children have an emergency address which can be used as a last resort in adverse weather conditions. We also require that **all** families have at least one alternative



contact just in case your child becomes ill and you are not available. Occasionally the school might need to close due to severe weather or circumstances beyond our control. When this happens, a text message will be sent to the emergency contact, a message posted on Class Dojo School Story and a message will be left on the telephone information line. You can also check on Moray Firth Radio and on the Moray Council's website:

<https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx>



Parents will be contacted by text message and/or telephone if the school has to close early. Please telephone us at school if the road conditions outwith the village deteriorate so that arrangements can be made to get pupils home as quickly as possible.

## School Telephone Information Line

When severe weather warnings are received we will endeavour to keep the system updated. Parents can leave non-urgent messages, which are forwarded to the school email address in due course (option 2 below).

Please note that this is a 0870 service and there is a charge for this service. Calls to this number will be charged at 2p per minute service charge plus your call provider's access charge.

**1. Dial 0870 054 9999**

**2. Enter PIN number: 031450**

**3. You will get a message: "Selected Rothes Primary 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



**Please note: If you need need to leave an urgent message for school, please telephone to speak to someone at the school directly.**

# How to get involved with your child's education

Parents and community member volunteers are welcome helpers around the school and in classes. This enables us to deepen the home-school link and to broaden the curriculum. Adults share their interests and expertise with children in a variety of activities. We believe that it is important for children to participate in as many different types of activities and learning opportunities as they can.



These may include: school concerts and performances, local walks, community projects, offsite educational visits, linking with business, groups and other schools and inter-school competitions. Having a dedicated team of helpers can ensure that these activities can be sustained and are valuable learning experiences.

We wish to fully involve parents in their child's education. Early in the year we usually have a one-to-one parent, teacher and child meeting. This is a great opportunity to meet teachers and discuss how your child has settled and how you are able to support learning throughout the year.



Remember to check your child's reading records, maths passports and homework jotters which are a valuable resource in finding out what your child has been learning. We have trialled the use of Class Dojo, this year, to share weekly learning. Google Classroom continues to be used to some

homework tasks, housepoint quizzes, surveys and home learning on closure days. We hope you will comment back to us about how your children are doing with their tasks.

Mrs Sargeant's weekly newsletter contains a variety of information about school life and learning. The School Story (on Class Dojo), our school website, Facebook page and Twitter feed are updated throughout the year and are also useful to find out what has been happening in school. Last year saw the return of our 'Community Assemblies'. It is wonderful that so many families come and join us to see what our fabulous children have been learning in class.



Formal tracking reports are usually sent out three times a year accompanied by pupil reflections. There are also other opportunities for one-to-one parent, teacher and child meetings, if required, throughout the year. Open afternoons, information evenings and other class and whole school events may happen at ad-hoc times throughout the year. We invite all parents to take an active interest in all that their child does and support us in maintaining our high standards.

## The Rothes School Association (RSA) - Parent Council

The Rothes School Association (RSA) is an elected council which meets regularly. The Annual General Meeting of the RSA is usually held in September. The council exists to provide parents with an effective link with teachers, to represent their views and to promote good relations across the community.



Every parent/carer or a child at Rothes Primary School is a member of the Parent Council and you are encouraged to come to meetings and have your say about how our

school is doing. There is also opportunity to help raise funds to support the school. Recently the RSA has funded new laptops, Scottish Opera and Lossie Entertainment workshops, whole school Christmas Train Trip.



RSA meeting dates are given in school newsletters, the school website calendar and/or on wee fliers. The RSA also has a section on the school website.

If you would like to know more about the work of the RSA, or if you have new ideas, please contact the Chairperson: Yori Ferguson or the school Office.



## The Rothes School Pupil Enrichment Fund

The Fund was set up as a Charitable Trust in 2003, with the aim to invest a capital sum to be used for the well-being and benefit of the pupils of the school. The Trust Board consists of the Head Teacher, a parent representative nominated by the RSA, a Community Representative, a Local Councillor and Local Business Representatives. The PEF meets at least twice a year to manage the fund and consider requests for funding support. One way the fund supports us is to cover the costs of transport to allow us to attend activities and events. EG, swimming lessons for all..



# Child Protection

Article 19 (protection from violence, abuse and neglect)

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

*(United Nations Conventions on the Rights of the Child)*



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

<ul style="list-style-type: none"> <li>▪ Physical Abuse</li> <li>▪ Emotional Abuse</li> <li>▪ Sexual Abuse</li> <li>▪ Criminal Exploitation</li> <li>▪ Trafficking</li> <li>▪ Female Genital Mutilation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Neglect</li> <li>▪ Forced Marriage</li> <li>▪ Forced or Dangerous Labour</li> <li>▪ Child Sexual Exploitation</li> <li>▪ Harmful Sexual Behaviours</li> <li>▪ Radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Domestic Abuse</li> <li>▪ Parental Drug Use</li> <li>▪ Parental Alcohol Use</li> <li>▪ Parental Mental Health</li> <li>▪ Child Placing Self at Risk</li> </ul>
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Where school staff have concerns about a pupil, which suggests the possibility of abuse, these concerns will be passed on immediately to the designated Child Protection Co-ordinator in school, who will then discuss the concerns with a member of the Social Work Team. In these circumstances, parents will not normally be consulted first.

If a child talks to a member of staff about abuse, the staff member is legally bound to report formally through Child Protection systems. This safeguards both the child and the adult. Parents are notified unless in so doing it places a child in serious danger.

To speak to someone in confidence regarding **any** Child Protection issue, please contact the school office to make an appointment with Mrs Sargeant, the head teacher. For any allegation against the head teacher, the Education Authority conducts an investigation. A copy of the Child Protection Guidelines can be viewed by parents, by contacting the school office.

The school staff have received the latest training in Child Protection so we are confident, well-informed and supported to promote the protection of children. Social Work and /or Police can also be consulted outwith school hours if required.

If you have a concern for a child, call the Social Work triage team on **01343 554370 (during office hours) or 03457 565 656 (Social Work - Emergency Out of Hours)** and/or the Police on 101.

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

# 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.

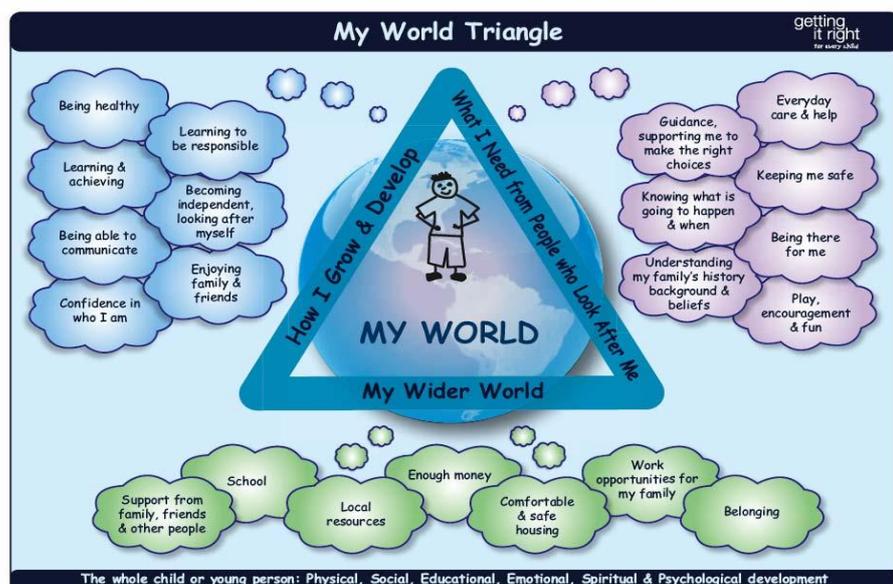
## GIRFEC means that children and their families

- *understand what is happening and why*
- *have been listened to carefully and their wishes have been heard and understood*
- *will feel confident about the help they are getting*
- *are appropriately involved in discussions and decisions that affect them*
- *can rely on appropriate help being available as soon as possible*
- *will have experienced a streamlined and co-ordinated response from practitioners*

As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In primary schools this will usually be provided by the Headteacher or Depute Headteacher. The Headteacher or Depute Headteacher will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

The My World Triangle helps us to explore a child's experience and identify needs and risks to a child's well-being.

If you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact Mrs Sargeant either by phone, email or a letter addressed to Mrs Sargeant.



# Curriculum for Excellence

**Curriculum for Excellence** (often shortened to CfE) is the curriculum in Scotland for children and young people aged 3-18. It aims to raise achievement for all, enabling young people to develop the **skills for learning, life and work**. It enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Our curriculum is divided into eight different subject areas:

## Literacy and English Language

Communicating with others. Talking, Listening, Reading, Writing and Modern Languages

## Numeracy and Mathematics

Number, Money, Measurement, Information Handling, Shape, Problem Solving

## Social Studies

Scotland and the World; past, present and future.

## Sciences

Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science

## Health & Wellbeing

Personal, social and emotional health. Physical Education. Healthy eating and associated learning such as growing food. Outdoor education and outdoor activity benefits.

## Expressive Arts

Art, Drama, Music and Dance, (Includes Creative writing, film and photography and computer art).

## Religious and Moral Education

Religion, values and beliefs

## Technologies

Food, Design and Computing.



Our curriculum at Rothes is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching focuses on skills and knowledge in addition to deepening understanding. Developing numeracy and literacy skills are at the heart of all teaching at Rothes Primary School.

In Rothes, we consider the context of the school, our geographical location and social connections in order to design a curriculum that is relevant, highly motivational and effective for our pupils, their families, this community and their individual futures. This curriculum design is ever changing as the needs of our pupils and our context change.

Teachers are committed to a "Building the Curriculum" programme to developing and extend learning for contemporary conditions.

All learning must take account of the following seven design principles to ensure children's development is useful and meaningful across a wide range of learning.



- Challenge and Enjoyment**
- Breadth**
- Progression**
- Depth**
- Personalisation and Choice**
- Coherence**
- Relevance**



**Curriculum levels** 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 P1.
- **First Level** - through to the end of P4.
- **Second Level** - through to the end of P7.
- **Third and Fourth Levels** - Secondary 1 - 3.
- **Senior Phase** - Secondary 4 - 6.



As a 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. We aim to develop the depth and breadth of learning at all levels rather than racing individuals onto their next level prematurely.

**Experiences and Outcomes (Es & Os)**

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use our planning to deliver inter-disciplinary learning opportunities through a



diverse range of contexts e.g. Scotland - Its Folk, Its People & Its Tales, The Human Body, Where the Wild Things Are, Toys Through Time, Natural Disasters, Fun With Technology, Human Body, Inventors, Victorians, Exploring the World, World War 1, Horrible Histories, Under the Sea, Light & Dark..... As well as learning more about their chosen context our children are continuously developing their literacy, numeracy and skills for life, learning and work.

# Assessment



Assessment is important information about your child's progress and is collected systematically and used by staff to plan children's learning. Teachers and support staff assess all aspects of the curriculum and the personal development of children on a daily basis as they interact with the children, correct work, observe, question, listen to children and prepare tasks. We ensure that progress is being made by setting out clear learning intentions and success criteria at the start of a lesson and assessing the learning afterwards. This enables the learner and the teachers to identify strengths and next steps in learning.

We assess for a variety of reasons: to ensure that progress is being made, that what has been taught has been learned, to identify strengths and developmental needs and to use all this information to plan for the next steps in a child's learning.



Evidence may come from things that the pupils say, write, make and do in response to their learning experiences. Our children are actively encouraged to assess their own work and that of their peers, identify their own next steps and develop their skills in becoming independent learners.

Assessments may include:

- ✓ End of unit assessments across different subjects.
- ✓ Assessment tasks combining a number of curricular areas.
- ✓ Diagnostic Assessments online and paper based.
- ✓ SNSAs (Scottish National Standardised Assessments) are undertaken by P1, P4 and P7 children throughout the year.



# Additional Support for Learning



Many children benefit from a little extra support at some time during their school career. This could be if they are struggling with a particular area of the curriculum or at times it might be that a child is excelling and they need a greater challenge.

If it is felt that your child has been identified as requiring some extra help they will be given the opportunity to receive support either on a one-to-one basis or in a small group from the Additional Support for Learning Teacher. Parents will be notified and invited to come in to school to discuss any support with the class teacher and/or the Additional Support Needs Teacher. Our Pupil Support Assistants also support pupils across a variety of curricular areas under the direction of class teachers.



Children needing extra support are usually given either a Group Learning Plan (GLP) or individualised programme of work (IEP) and this may involve a request for additional home support. This is devised by the teaching staff. It is monitored and updated on a regular basis with parental involvement, to track the child's progress. Our teachers also work in close partnership with other agencies such as Speech and Language Therapy, SEBN and Educational Psychology, ensuring that support is available whenever a child may need it.

If you have any concerns whatsoever about your child's progress, please make an appointment to discuss the matter with the class teacher.

The Education (Additional Support for Learning) (Scotland) Act 2009 is explained on The Moray Council's website and the council's provision for additional support needs in the authority is explained.

There are also internet links to other potentially useful organisations via The Moray Council's website. Additionally, information on *GIRFEC* ("Getting it Right for Every Child") is available at: <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

## Educational Psychology and SEBN Services

Referrals may be made to the Educational Psychology or Social, Emotional and Behavioural Needs Services for any child who may need more support either academically, socially or emotionally. All referrals need the consent of the parents or carers. The school, the parents and the services work together in partnership to support the identified child.

# School Uniform

All Rothes Primary pupils are expected to wear school uniform when attending school every day. Our school uniform is:

- navy school sweatshirt or grey cardigan
- white or yellow polo shirt
- grey or black skirt / pinafore or trousers
- Summer Months - grey or black short and some children choose to wear a blue gingham dress.



You are able to order and buy school sweat shirts, polo shirts, fleeces, jackets and hats with our Rothes logo on. Please contact Mrs Belford in the school office for more information on how to order and buy school uniform.

Plain polo shirts and sweatshirts are also acceptable to wear in school. Pre-loved school uniform is available from the school for free throughout the year.

All clothing should be named because this makes reuniting pupil and clothing much quicker and easier. The school cannot be held responsible for any items lost. Pupils are not allowed to wear jeans, football tops or T-shirts bearing slogans.



## Clothes For Gym

Children are asked to wear suitable clothes for PE. Your child will need a plain t-shirt, shorts and gym shoes.

For most classes, PE Kits are worn to school on PE days and kept on for the whole day. Teachers will inform classes, at the start of the new school year, of the arrangements for PE.

## Jewellery

In the interests of Health and Safety, and to minimise distraction, children should keep jewellery to a minimum. The school accepts no liability for any loss of pupil belongings. ***Your child may be asked to remove jewellery if safety is considered compromised.***

## Clothing Grants

You may also be able to apply for a clothing grant for your child if you are receiving the following benefits:

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit

Click on the following link for more information: [Moray Council website](#)

# Meals

Our meals are cooked on the school premises and of a very high quality. The weekly menu is displayed in the dining room and in the classrooms at the beginning of the day. Our meals are prepared using fresh, locally sourced produce, wherever possible. Schools in Moray have adopted the Scottish Government's 'Better Eating, Better Learning' initiative in our primary schools, focusing on providing healthy, wholesome school meals.



Meals can be paid for using the Moray Council's online payment system. All children make their meal choices in the morning on the class whiteboard and then wear a wrist band to indicate their preference at the canteen at lunchtime. Parents are able to see what meal choices are being made by their child.

All children are supervised through lunch and in the playground afterwards.

**Lunch menus are available on the school website or found on the following link: [Moray Council website](#)**

## Free School Meals

If your child is in Primary 1 - 5 they are entitled to a free school meal each day.

If your child is in Primary 6 or Primary 7 you can make a claim for free school meals if you are receiving the following benefits

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit



For more information on Free School Meals Eligibility and/or to make an application please click on the link: [Moray Council website](#) or contact the Moray Council directly. Our office staff will guide you in this process if necessary.

# Health & Safety

## Snack/Play Piece/Tuck Shop

We encourage children to bring a healthy snack to school each day to eat during their break time. Please do not allow your child to bring an excessive amount of snack or foods with large amounts of sugar. Children are able to visit our school tuck shop once a week and use their money handling skills to pay for items. P7 pupils run the tuck trolley each day.

## Water Bottles

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. Please provide your child with a named water bottle and return it to school daily after it has been cleaned.

## Visiting the School

All Visitors to the school must report to the school reception and sign in before proceeding further into the building.

All volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form. All adults working with the children are PVG checked in line with Moray Council policies.

## Medical Conditions

It is imperative that staff are made of aware of any medical conditions, including allergies to food or materials (such as latex or plasters). There is a section for this on the enrolment forms. Please keep staff up to date if circumstances change.

## First Aid

First Aid will be given when necessary. A letter may be sent home to inform parents/carers of the incident leading up to the first aid and the response given. Parents will be informed by letter about any bump to the head. If we feel a pupil requires further medical checks we will call parents/carers immediately and ask them to do that. Please encourage your child to share any letters with you as soon as they arrive home.



## Medication

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer internets 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. There is a form to complete before staff can administer medication in school. Please contact the school office for more information.

## Illness

Should your child contract an infectious condition, please inform the school and keep your child at home until treatment has been carried out.

Illness	Exclusion Period
Chickenpox	For 5 days after rash appears
Conjunctivitis	Until symptoms settle or are given antibiotic treatment for 24 hours
Diarrhoea and or vomiting	Until free of symptoms for at least 48 hours. A longer period of exclusion may be appropriate for children under 5 and older children who are unable to maintain good personal hygiene
Hand, foot and mouth disease	None
Hepatitis A	For 7 days after onset of jaundice
Impetigo	Until lesions are crusted or healed or until 48hrs of antibiotic treatment.
Measles	For 5 days after onset of swollen glands or onset of symptoms
Ringworm	None - proper treatment by the GP is important. Scalp ringworm needs treatment with an oral antifungal
Rubella (German Measles)	For 5 days after the onset of the rash
Scabies	Until 1st initial treatment
Scarlet Fever	For 48hrs after commencing antibiotics
Strep A	For 24 hours after commencing antibiotics.
Threadworms	None - but needs treatment
Whooping Cough	For 5 days after commencing antibiotics

If your child has been vomiting or has diarrhoea they **MUST NOT** return to school until **48hrs** after the final episode of illness.

## Transport

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if they attend their local catchment school. Door to door transport is not guaranteed. In the interest of safety, pupils are expected to wear safety belts when on the school bus/taxi and to leave the opening and closing of doors to the driver.



In a moving vehicle, behaviour should not cause the driver to be distracted from his responsibility of transporting pupils safely to and from school.

Parents who drive pupils to and from school are asked to leave cars in a safe on Green Street and escort their children to school.

**PLEASE DO NOT PARK ON THE YELLOW ZIG-ZAG LINES OR IN FRONT OF OUR NEIGHBOURS DRIVES.**

If cycling to and from school we advise all children to wear helmets. When entering or leaving the grounds children should push their cycles through the playground and leave them in the cycle shelter.

**For their own safety no child must enter the car park.**

## Changes to Home Time Arrangements

It is essential that any changes to arrangements are notified to the school in good time, either by letter, email and/or telephone to ensure that children arrive home safely.

If the school does not hear from a parent children will be sent home by their usual method: on the taxi/bus/bike or walking.

The school is unable to accept changes to arrangements verbally from the child.

Thank you for helping us to keep your child safe.

# Standards and Quality Report

Every year the Head Teacher produces a report for parents and carers which describes the main achievements of the school over the past school session (year).



This report gives an overall picture of how the school has performed and how well we have improved the experiences and learning for the children.

This report can be viewed on our website at:

[www.rothes.moray.sch.uk](http://www.rothes.moray.sch.uk) School Information → How we are doing



## School Improvement Plan

The school also produces a plan of the changes we intend to make to ensure we continue to comply with legislation and offer the children the best learning experiences we can.

This plan can also be viewed on our website:

[www.rothes.moray.sch.uk](http://www.rothes.moray.sch.uk) School Information → How we are doing



## 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](http://www.moray.gov.uk/moray_standard/page_75569.html)

## Privacy Statement

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

### **Data about our pupils/children and their families:**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe. We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

### **Data about pupils/children at school:**

This will include data about progress and class based assessments. 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.

## Privacy Statement (contd)

### **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 our pupils 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 Rothes Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council.

This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council and the Government to understand how education is being delivered and to help them plan for future provision. If a pupil/child moves school, we have a legal obligation to pass on information to their new school/education authority about their education at Rothes Primary School.

## SCHOOL IMPROVEMENT PLAN

### Priority 1

*To embed our wellbeing, equity and inclusion approaches across the school community.*

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

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

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

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p><b>Wellbeing</b></p> <p>Monitor children's health &amp; wellbeing with interventions to support individuals/groups as appropriate - Seemis, Wellbeing files, Rothes Star discussions, wellbeing webs.</p> <p>Carry out GWMP analysis for the second year with all pupils.</p> <p>Continue to explore "wellbeing" through class and whole school discussions.</p>	<p>Learners feel happy and relaxed and ready to learn in school.</p> <p>The wellbeing of learners is supported by all the whole school community.</p> <p>Pupils feel safe, welcomed and included.</p>	Ongoing	All staff	<ul style="list-style-type: none"> <li>• GWMP (Glasgow Wellbeing and Motivational Profile)</li> <li>• Wellbeing webs</li> <li>• Pastoral Notes</li> <li>• Classroom observations and discussions</li> <li>• CPD opportunities to share good practice</li> <li>• Feedback from pupils, staff and parents</li> </ul>

<p>Use of multi-agency working for identified children to support wellbeing incl: Revolution for Good, Sonas, SEBN,</p> <p>Educational psychologist – Emotions Coaching Workshops for parents.</p> <p>Use Seasons for Growth to support identified pupils.</p>		Sept 2023		<ul style="list-style-type: none"> <li>• Emotion Coaching Workshop feedback.</li> <li>• Seasons for Growth evaluations</li> </ul>
<p>Whole School Focus on HWB in the first two weeks of school to support community building, relationship development using UNCRC related picture books chosen by each class.</p>	<p>Learners feel part of the school community and are able to discuss aspects of wellbeing for themselves and others.</p>	Sept 2023	All staff	<ul style="list-style-type: none"> <li>• Class charters</li> <li>• Wellbeing Webs</li> <li>• Classroom observations and discussions</li> <li>• Shared learning in assembly</li> </ul>
<p>Finalise Positive Behaviour and Relationship Policy including new ‘Roths Ready’ approach and launch to whole school community.</p> <p>Ensure that the 6 Nurture Principles are used effectively to support relationships, learning and life in school Embed with the whole school community.</p> <p>Develop the calm zone in music/sfl room – pupils to choose a name for the area.</p> <p>Evaluate the use of Calm Corners in all classrooms.</p> <p>Continue to develop outdoor environment incl nurture/sensory garden in the central quad, Grant Garden and P1/2 play/learn zone.</p>	<p>Pupils feel safe, welcomed and included.</p> <p>Healthy, happy, motivated learners at all ages and across all learning.</p> <p>Building resilience in children</p> <p>Learners will have a dedicated quiet space to support wellbeing – circle time, group outdoor time, individual calm space.</p> <p>Happy learners with a variety of areas to be able to work, learn and play in.</p>	October 2023 (and ongoing)	All staff	<ul style="list-style-type: none"> <li>• GWMP (Glasgow Wellbeing and Motivational Profile)</li> <li>• New and agreed policies</li> <li>• Playground and classroom observations</li> <li>• Calm Corners used when needed by pupils</li> <li>• Quiet zone used to support pupils</li> <li>• Decreased V &amp; A Forms</li> <li>• Outdoor areas used regularly by different classes</li> <li>• Pupil/staff feedback</li> </ul>

<p>Continue to evaluate and improve the Rothes HWB Curriculum and Progressions and identify gaps in resources and experiences.</p> <p>Explore the LEANS (Learning about neurodiversity in school) Program in identified classes as advised by SEBN</p>	<p>Learners have access to resources and experiences to support their health and wellbeing.</p> <p>Pupils and parents will have a greater understanding of neurodiversity which impacts on how people think, learn and act.</p>	<p>Jan 2024</p>	<p>All Staff</p>	<ul style="list-style-type: none"> <li>• Rothes HWB Curriculum and Progression audit</li> <li>• Pupil, parent and staff feedback</li>   <li>• Class Observations &amp; planning</li> <li>• Teacher and pupil evaluations</li> </ul>
<p><b>Food Technology</b></p> <p>Develop the delivery of food technology across the whole school.</p> <p>Apply for Food for Thought Grant to support development of a cooking area in P6/7.</p> <p>Improve food technology education across the school</p> <p>Create a cooking zone in P6/7 and Food For Thought Project.</p> <p>Audit food technology resources and purchase new equipment and utensils.</p> <p>Reinstate after school Cooking Club</p>	<p>Learners have access to resources and experiences to support their health and wellbeing.</p> <p>Increased staff and pupil confidence in food technology learning opportunities.</p> <p>Pupils will have a more consistent and progressive experience of food technology.</p>	<p>June 2024</p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>• Food For Thought Grant Application</li> <li>• Food For Thought Action Plan</li> <li>• Medium and short term planning</li> <li>• Pupil, parent and staff surveys &amp; feedback</li> <li>• Cooking Club evaluations</li> </ul>

<p>Provide a wider range of opportunities to support wellbeing – lunchtime clubs, before and after school clubs, calm corners, interventions classroom strategies, experiences and trips.</p> <p>Trial ‘Toast Club’ before school to support all families.</p> <p>P7s to run reinstated Healthy Tuck Shop.</p>	<p>All pupils have access to a range of activities to support their health and wellbeing and/or help to develop new skills.</p>	<p>Ongoing</p>	<p>All staff P7 Pupils</p>	<ul style="list-style-type: none"> <li>• Attendance at clubs</li> <li>• Pupil/parent/staff feedback</li> <li>• Observations in class and clubs</li> <li>• Partner feedback.</li> </ul>
<p>Reflect on how achievements are recorded/shared and identify ways to improve – including class achievements walls.</p> <p>Trial Class Dojo as a tool to share learning &amp; achievements with parents</p> <p>Reinstate House Achievement Assemblies?</p>	<p>Learners are proud to share their achievements in school and out in a variety of ways.</p>	<p>April 2024</p>	<p>HT Teaching Staff</p>	<ul style="list-style-type: none"> <li>• Learning and Achievement Folders or equivalent</li> <li>• Class Dojo/Google Classroom/ Twitter/School Website</li> <li>• Evidence of a range of achievements</li> <li>• Pupil/parent/staff feedback</li> </ul>
<p>Evaluate the delivery of pupil leadership groups in school improvement. Identify best practise for Rothes – trial different vehicles – Milkshake Meetings, Pupil Council, P6/7 Class Council</p> <p>Continue to use HGIOURS to support school improvement.</p>	<p>Learners are proud of their school and know that their voice is heard and acted on.</p>	<p>Ongoing</p>	<p>All Staff</p>	<ul style="list-style-type: none"> <li>• HGIOURS</li> <li>• Pupil Leadership group action plans</li> <li>• School displays</li> <li>• Pupil/parent/staff survey/feedback</li> </ul>
<p><b>Evidence to support reduced bureaucracy/workload of teachers:</b> WTA agreed in advance and includes opportunities to address SIP Priorities, support by HT, Support Staff and admin.</p>				



### Priority 2

To raise attainment and achievement in Numeracy and Literacy across the school through high quality teaching and learning and parental engagement.

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

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

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

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Teachers to continue to work together and support each other to deliver high quality teaching and learning experiences for all learners.</p> <p>Teachers will be given own copy of Power Up Pedagogy Book. Collegiate time allocated to professional development.</p> <p>ASG wide opportunities for teachers to meet as TLCs and participate in moderation.</p> <p>ASG session with Bruce Robertson on in-service day in November.</p>	<p>Pupils will experience high quality learning experiences which are challenging and enjoyable, well matched to their needs and interests.</p>	<p>June 2024</p>	<p>All teaching Staff</p>	<ul style="list-style-type: none"> <li>• Improved outcomes across the curriculum</li> <li>• ACEL Data, TPJ and SNSA Data</li> <li>• Classroom Observations</li> <li>• Teacher reflections</li> <li>• Pupil/parent/staff surveys and feedback</li> <li>• Staff meeting minutes and actions</li> <li>• TLC feedback</li> </ul>

<p><b>Literacy</b></p> <p>Continue to use the Moray Progression to support learning and teaching of literacy across the school</p> <p>Audit, evaluate and improve resources for delivering phonics, spelling &amp; grammar.</p> <p>Update Literacy Policy to ensure consistent approach across all classes.</p> <p>All staff to continue to engage in analysing data to maximise progress for learners.</p> <p>Clarify how reading and writing targets are presented across the school.</p>	<p>Learners make good progress due to well matched learning tasks</p> <p>Learners will be more confident in their approach to all aspects of literacy – reading, writing, listening and talking.</p> <p>Learners will benefit from well-planned, high quality learning opportunities in writing through further development of consistent approaches in pedagogy and assessment.</p>	<p>Ongoing</p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>• Star Reader, Accelerated Reader level, Nessy Phonics Progress</li> <li>• Improved outcomes in reading, writing, listening and talking – observed in class lessons, reading groups</li> <li>• Pupil and Parent Surveys</li> <li>• ACEL Data and SNSA results</li> <li>• Classroom observations</li> <li>• Pupils/Parents/Teachers/PSAs report increased confidence</li> <li>• Pupil voice gathered and actioned using HGIOURS</li> </ul>
<p><b>Literacy – Writing</b></p> <p>Evaluate whole school approach to writing &amp; identify strengths and areas for improvement including digital solutions.</p> <p>Finalise Rothes writing progression.</p> <p>Continue to dedicate PSA hours to support targeted interventions for literacy and maths for individuals and groups</p>	<p>Learners understand what they have to do to be successful in a piece of writing and are able to discuss their next steps.</p>			
<p><b>Literacy – Reading for Enjoyment</b></p> <p>Continue to develop a reading culture at Rothes PS. Embed and encourage Reading for Enjoyment across the whole school.</p> <p>Clarify the use of STAR (Sit Together and Read) Tickets and use of STAR time in classes and evaluate the effectiveness by seeking opinions of pupils/parents/staff.</p>	<p>Learners will have more opportunities to engage with a range of texts and enjoy reading at home and school.</p>			

<p>Continue to widen the range of texts available for pupils to read &amp; investigate in person author visit.</p> <p>Plan for Reading Buddy opportunities throughout the year to support skill development.</p>				
<p><b>Numeracy</b></p> <p>Evaluate Rothes Progression to support learning and teaching of numeracy and update where necessary.</p> <p>Update Numeracy Policy to ensure consistent approach across all classes.</p> <p>All staff to continue to engage in analysing data to maximise progress for learners.</p>	<p>Learners will benefit from high quality learning experiences which are challenging and enjoyable, well matched to their needs and interests</p> <p>Learners know where they are on the progression and understand what their next steps are.</p>	Ongoing	All staff	<ul style="list-style-type: none"> <li>• Improved outcomes in numeracy and Maths – observed in class work and reflected in TPJs, ACEL Data &amp; SNSA results</li> <li>• Maths Passport Assessment and progression through passports, SumDog Diagnostic</li> <li>• Classroom Assessments &amp; Observations</li> <li>• Pupil and Parent Questionnaires</li> <li>• Mental Maths Assessments</li> <li>• SEAL Baseline and progress through steps</li> <li>• Pupils/Parents/Teachers/PSAs report increased confidence</li> <li>• Pupil voice gathered and actioned using HGIOURS</li> </ul>
<p>Audit class and whole school maths resources and identify gaps. Purchase new resources to support maths curriculum.</p> <p>Continue to develop the use of Counting Collections to develop mathematical thinking.</p>	<p>Learners will develop their knowledge of mental maths skills and be more confident in applying their knowledge in real world problems.</p>			
<p>Update Maths Passports progressions, resources and use at home to improve mathematical recall and numeracy.</p> <p>Plan for Maths Passport opportunities throughout the year to support skill development.</p>	<p>Learners will display increased confidence in mental agility and recognise their next steps in learning, using resources to deepen understanding.</p>			
<p>Trial a variety of mechanisms to support increased parent engagement in maths learning</p>	<p>Learners feel supported at school and at home in their learning.</p>			

<p>Identify learners not making expected progress in literacy and provide targeted interventions and/or additional support.</p>	<p>Learners will receive targeted intervention to narrow the gap with their language and literacy skills and become more confident.</p>	<p>Assessments and LPS completed by end Sept 2023 Ongoing intervention assessment</p>	<p>HT Teachers</p>	<ul style="list-style-type: none"> <li>• SWST, Star Reader, Nessy Phonics Diagnostics &amp; Emerging Literacy Baseline Assessments, SEAL, Sumdog, Maths Passport assessments are used at appropriate level across the school.</li> <li>• Classroom Assessments &amp; Observations</li> <li>• Clicker/Speech to Text resources used.</li> <li>• Results are analysed and further assessments undertaken as required, building a picture of literacy/numeracy needs.</li> </ul>
<p><b>Reporting To Parents</b> Evaluate, through staff and parent survey, the report generated by Seemis Progress and Achievement.  Trial Class Dojo as a digital tool to share learning and report to parents.</p>	<p>Learners know which part of the level they are working in and what their next steps are.  Learners are able to share their learning experiences more confidently with their parents.</p>	<p>Nov 2023  Jun 2024</p>		<ul style="list-style-type: none"> <li>• Parent/staff survey &amp; feedback</li> <li>• Google forms</li> <li>• Pupil feedback</li> <li>• Class discussions</li> </ul>
<p><b>Evidence to support reduced bureaucracy/workload of teachers:</b> WTA agreed in advance and includes opportunities to address SIP Priorities, support by HT, Support Staff and admin.</p>				



### Priority 3

*To embed whole-school approach to Learning for Sustainability which is supported by leadership at all levels*

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

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

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

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Embed the United Nations Convention on the Rights of the Child across school routines and practices including: Creation of class charters, Whole School Charter – pupils to create a display, dining room and playground charters to be developed – display/posters to be created.	Whole school - staff, parents and pupils to become familiar with 'United Nations Convention on the Rights of the Child'.	Dec 2023 (and beyond)	HT Teachers Support Staff	<ul style="list-style-type: none"> <li>UNCRC on displays, planning</li> <li>Children able to discuss UNCRC</li> <li>Class charters developed</li> <li>Articles identified in teacher planning and on wall displays</li> <li>Whole school charter on display</li> <li>Playground &amp; dining room charters developed</li> <li>(Possible RRSA accreditation)</li> </ul>
Class teachers continue to link UNCRC with in planning and pupil activities where relevant – initially this will be through a whole school focus on specific rights.	Learners will have an understanding of their responsibility to respect the rights of others			
Raise awareness of UNCRC (RRSA) with parents through the use of a whole school homework activity.				

Finalise and relaunch updated Positive Behaviour Policy and Relationship Policy including 'Rothes Ready' approach.	Learners will continue to feel valued and supported to make the right choices. Learners will continue to have coaching opportunities to overcome issues.	Sep 2023	All staff	<ul style="list-style-type: none"> <li>• New and agreed policy</li> <li>• Playground and classroom observations</li> <li>• Pupil/parent/staff surveys</li> </ul>
Continue to develop a greater knowledge of the Global Goals and continue to raise awareness with children through planned activities and connections in learning.	Whole school - staff, parents and pupils to become familiar with Global Goals.  Learners will be able to make links in their learning to a global goal.	July 2024 (and beyond)	HT Teachers Support Staff	<ul style="list-style-type: none"> <li>• Global Goals on displays – links in planning</li> <li>• Children able to discuss links to Global Goals</li> <li>• Whole school community are aware</li> </ul>
Continue to improve skills delivery in relation to UNCRC and Global Goal.  Investigate the possibility of converting from Moray Skills to Meta Skills in line with Speyside High – through HT Target of the week and class displays and integrate skills into curricular pathways  Increased opportunities for children to engage in play based activities across the school and seek professional learning opportunities for staff.	Learners will experience real life develop links and partnership with local businesses and organisations.	July 2024 (and beyond)	HT Teachers Support Staff	<ul style="list-style-type: none"> <li>• HT Target of the week presentations and discussions</li> <li>• Children are able to identify skills and discuss the progress of skills in their learning and lives</li> <li>• Teacher Planning</li> <li>• Action Plans with Rothes Responds</li> <li>• Displays/School Website</li> <li>• Feedback from pupils/teachers/partners</li> </ul>
Update curriculum rationale and create an infographic to summarise thoughts.  Continue to evaluate the coverage of Es and Os through our context for learning, IDL and standalone experiences.	Learners will share why Rothes is unique and support the curriculum update process. Learners will benefit from high quality learning experiences which are challenging and enjoyable, well matched to their needs and interests.	Ongoing	HT Teachers	<ul style="list-style-type: none"> <li>• Pupil/parents/staff feedback</li> <li>• Curriculum Rationale infographic &amp; displays</li> <li>• Rothes &amp; Moray Progressions</li> <li>• Medium term plans</li> <li>• Classroom observations</li> <li>• Pupil/parents/staff feedback</li> </ul>

<p>Evaluate the effectiveness of Rothes Responds Pupil Leadership Groups and adjust where necessary to improve delivery, purpose and actions. (Milkshake Meetings, Talking Tuesday House Meetings, Rothes Responds Groups.....)</p>	<p>Learners have experience in wider world issues and lead initiatives to make a difference.</p>	<p>Dec 2023</p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>• Pupil Leadership Group Action Plans</li> <li>• Pupil/parent/staff feedback</li> <li>• Pupils views are fed back to whole school community</li> </ul>
<p>Promote opportunities for leadership at all levels and identify strengths and areas for improvement.</p> <p>Use of Agile Leadership approaches to support momentum of improvement and change.</p>	<p>Learners will be able to demonstrate leadership and be confident in discussions around their learning, next steps and making positive changes in school.</p>	<p>July 2024</p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>• Pupil leadership meetings</li> <li>• House Meetings</li> <li>• Classroom discussions</li> <li>• Pupil Feedback</li> <li>• Agile Leadership clarity canvas</li> </ul>
<p>Continue to develop the use of digital resources across the school.</p> <p>Investigate digital passport/ Digital Schools Award.</p>	<p>Learners will experience using a wider range of digital technologies and have increased confidence.</p>	<p>July 2024 (and beyond)</p>	<p>HT Teachers Support staff</p>	<ul style="list-style-type: none"> <li>• Pupil and staff feedback</li> <li>• Parent feedback</li> <li>• Teacher planning – use of a variety of digital technology in learning experiences.</li> </ul>
<p>Support the delivery of outdoor learning experiences across all stages and curricular areas from P1 to P7.</p> <p>Continue to develop and resource outdoor learning environment including nurture zone, Grant Garden and P1 – 3 play/learn zone.</p> <p>Track outdoor learning experiences &amp; identify areas for improvement including progression of experiences &amp; skills</p>	<p>Learners will have increased opportunities for learning outdoors, both within and out of the school grounds leading to greater engagement in learning</p> <p>Learners will have access to a dedicated outdoor learning area and experience a wider range of play based activities.</p>	<p>Ongoing</p>	<p>HT Teachers Support Staff</p>	<ul style="list-style-type: none"> <li>• Teacher observations of pupils &amp; feedback</li> <li>• Pupil feedback</li> <li>• Ongoing development of the area</li> <li>• Skill and play development in outdoor zone</li> </ul>

<p>Continue to develop relationships with existing partners and seek out opportunities for new partnerships to enhance learning and life including:</p> <ul style="list-style-type: none"> <li>• Family Learning Team (STEM)</li> <li>• Digital Library Team</li> <li>• Work in partnership with Diane Smith (Moray Ways) to develop walk leaflets for our local area – story walks, sound walks, art walks etc.....</li> <li>• Bird Boxes (Green Tweed Eco) to be placed in school grounds and link with Rothes community incl Rothes Way to install 50 community boxes</li> </ul>	<p>Learners will have increased opportunities to learn in different environments and with a variety of skilled people – indoors and out, both within and out of the school grounds leading to greater engagement in learning experiences.</p>	<p>Ongoing</p>	<p>HT Teachers Support Staff</p>	<ul style="list-style-type: none"> <li>• Teacher observations of pupils &amp; feedback</li> <li>• Pupil/parent/staff feedback</li> <li>• Community feedback</li> <li>• Partner feedback &amp; evaluations</li> <li>• Google forms &amp; surveys</li> </ul>
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**Evidence to support reduced bureaucracy/workload of teachers:**

WTA agreed in advance and includes opportunities to address SIP Priorities, support by HT, Support Staff and admin.

**UNCRC School Links**

UNCRC ARTICLES	UNCRC ARTICLES	UNCRC ARTICLES
<p><b>Article 3</b> Adults must do what's best for me</p> <p><b>Article 6</b> I should be supported to live and grow.</p> <p><b>Article 12</b> I have the right to be listened to and taken seriously.</p> <p><b>Article 13</b> I have the right to find out and share information.</p> <p><b>Article 15</b> I have the right to meet with friends and to join groups.</p>	<p><b>Article 19</b> I have the right to be protected from being hurt or badly treated.</p> <p><b>Article 23</b> If I have a disability, I have the right to special care and education.</p> <p><b>Article 28</b> I have the right to an education.</p> <p><b>Happy Enthusiastic Achieving Respectful Teamwork</b></p>  <p><b>Hardworking Adventurous Nurturing Determined</b></p>	<p><b>Article 29</b> I have the right to an education which develops my personality, respect for others' rights and the environment.</p> <p><b>Article 31</b> I have a right to relax and play.</p> <p><b>Article 39</b> I have the right to help if I have been hurt, neglected or badly treated.</p> <p><b>Article 41</b> Where our country treats us better than the U.N. does we should keep up the good work!</p> <p><b>Article 42</b> Everyone should know about the UNCRC</p>

## Moray Council

### Education, Communities & Organisational Development

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

**Telephone:** 01343 563374

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

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

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

#### Moray Council A-Z

Active Schools	Email:	<a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>
Additional Support for Learning	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line)  Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge  Local school or 01343 563374
	Email:	Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx">https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx</a>  <a href="http://www.moray.gov.uk/moray_standard/page_53021.html">www.moray.gov.uk/moray_standard/page_53021.html</a>
After School Clubs	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>

Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	<a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	<a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	<a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>

Clothing Grants	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
Data Protection	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_75569.html">www.moray.gov.uk/moray_standard/page_75569.html</a>
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52991.html">www.moray.gov.uk/moray_standard/page_52991.html</a>
Disability & Inclusion	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">www.moray.gov.uk/moray_standard/page_43019.html</a>
Early Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_56925.html">www.moray.gov.uk/moray_standard/page_56925.html</a>
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">www.moray.gov.uk/moray_standard/page_42682.html</a>

Education Maintenance Allowance	Telephone:	01343 563338
	Email:	<a href="mailto:EMAMoray@moray.gov.uk">EMAMoray@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_40540.html">www.moray.gov.uk/moray_standard/page_40540.html</a>
Exclusion from School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53001.html">www.moray.gov.uk/moray_standard/page_53001.html</a>
Free School Meals	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
Grants and Bursaries	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a>
Home Education	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53000.html">www.moray.gov.uk/moray_standard/page_53000.html</a>
Instrumental Instruction	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a>

Placing Requests	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a>
Race & Equality	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
School Meals	Telephone:	01343 557086
	Email:	<a href="mailto:schoolmeals@moray.gov.uk">schoolmeals@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55540.html">www.moray.gov.uk/moray_standard/page_55540.html</a>
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a>
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	<a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>