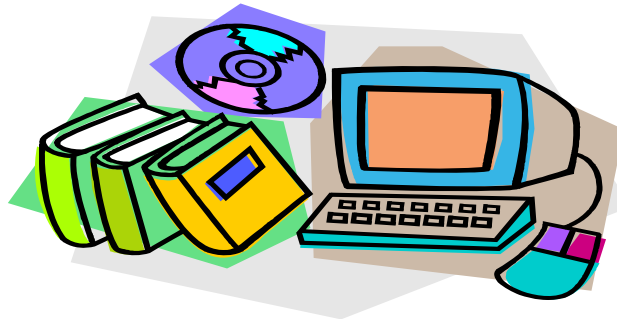





learning to live
living to learn

Mosstodloch Primary School



Parents' Information Booklet

Date of Issue: 15th December 2011

*The Moray Council Education and Social Care
Values - Service Commitment Trust Respect Balance
www.moray.gov.uk*

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Dear Parents

Inspire

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Include

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Improve

Welcome to Mosstodloch Primary School

When parents enrol their children in the school, it becomes their school too. I hope you will enjoy your relationship with the school and will take a keen and active role in school life. We must work together to ensure the best for your child during his or her time at Mosstodloch and to make the experience a positive, challenging and very happy one.

Our school handbook is a guide for you when enrolling your children at the school - it cannot tell you everything about the school, as it is not possible to describe all the features that are particular to Mosstodloch Primary within a single document. In the months that follow, once your children are enrolled in class, there will be time and opportunity to get to know the school, through Parent Council activities, our PTA annual programme of events, Parent meetings and appointments, Open Nights, and other social and educational occasions in the school calendar. We hope that you and your children will learn in and about the school through positive experiences and participation in school life and we look forward to many years of working together and sharing in our pupils' progress and achievements.

Should you need any further help, or if there is additional information about the school that you require, do not hesitate to contact me at the school. We pride ourselves on being open to the parents and community and encourage all to come into school for information, support or help. Please remember that the teachers are committed during the teaching day, and cannot see parents at this time, but appointments can be arranged if required and the Headteacher and Depute Head are also available for appointments and discussion. At times, queries and concerns can be dealt with over the telephone or face - to face immediately, but if this is not the case, then please leave a message and be assured that we will deal with the query or concern as soon as possible.

Thank you for your interest in Mosstodloch Primary

*Fiona M McLean
Headteacher*

This handbook has been prepared by the Headteacher and is updated on an annual basis, with this edition being updated in December 2011. It follows guidelines set out by Moray Council and information contained within it is correct at the time of publication.

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. The booklet is available from the school, from Educational and Social Care or the Moray Council Internet site

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

This booklet is also available in other languages.

"Notes for Parents and Carers" is issued along with our School Handbook.

About Our School

School address: Mosstodloch Pr. School
 Garmouth Road
 Fochabers
 Moray
 IV32 7JB

School telephone number: 01343 820476
Fax: 01343 821394
Automated Telephone No 0870 054 9999 Pin No 031370
E-Mail Address admin.mosstodlochp@moray-edunet.gov.uk

Education and Social Care 01343 56 3374
Web site www.moray.gov.uk

Staff and classes - Session 2009/10

Miss Fiona M. McLean	Headteacher
Mrs Hazel Lister	Principal Teacher
Mrs Christine Barron	Principal Teacher
Mrs Jenny Cruickshank	P1 Class Teacher
Mrs Christine Barron	P2 Class Teacher
Mrs Christine Bremner	P3 Class Teacher (Job-Share)
Mrs Sandra Marwick	P3 Class Teacher (Job Share)
Mrs Hazel Lister	P4 Class Teacher
Ms Mora Anderson	P5 Class Teacher
Mrs Arlene Hunter	P6 Class Teacher
Mrs Lilian Cameron	P7 Class Teacher (Monday- Thursday)
Mrs Ray Ross	Additional Needs Learning Support (Monday-Thursday + Fri P7)
Mrs Jenny Wallen	Additional Needs Learning Support (Mon pm and Tues pm)

Visiting Staff

Mrs Dawn Philips	PE
Mrs Sheena Ledingham	Music
Ms Roseanne Sweetman	Art
Mr James Alexander	Violin Instructor
Mr Alistair Grant	Brass Instructor
Mrs Kate Friday	Recorder Instructor
Mrs Gail Buckley	Home-School Link Worker

Ancillary Staff

Mrs Denise Morrison	Clerical and Admin
Mr Gary Smith	Janitor
Mrs Liz McIntosh	Children's Supervisor/Education Auxiliary/Classroom Assistant
Mrs Stephanie Bodiam	Classroom Assistant/Education Auxiliary
Mrs Angela Sutherland	Education Auxiliary/Classroom Assistant
Mrs Sarah Craig	Educational Auxiliary/Lunch Auxiliary
Ms Chloe Woods	Education Auxiliary/Lunchtime Auxiliary/Classroom Assistant
Mrs Ann Johnston	Education Auxiliary
Mrs Kathleen Milne	Cook
Mrs Katherine Ritchie	Head Cleaner
Miss Alice McDonell	Road Crossing Attendant

The School Day *(currently under review for Aug 2012)*

P.1 - P.3 9.00 am - 2.50 pm
 10.40 am - 11.00 am (morning interval)
 12.30 pm - 1.30 pm (lunch)

P.4 - P.7 9.00 am - 3.20 pm
 10.40 am - 11.00 am (morning interval)
 12.30 pm - 1.30 pm (lunch)

Holidays and School Closures for Session 2011/2012

(Please also refer to page 8 of Booklet for Parents and Carers)

16 th August	Autumn Term commences (for pupils)
10 th Oct – 21 st Oct	October Holidays
24 th Oct	School restarts
21 st /22 nd Nov	In-Service Day Closures
21 st Dec	Winter Term Ends
22 nd Dec to 4 th Jan	Christmas Holidays
5 th Jan 2012	Spring Term Begins
10 th - 13 th February	Mid -Term Break
30 th March	Term Ends for Easter
2 nd April – 13 th April	Easter Holidays
16 th April	Summer Term begins
4 th – 7 th May	Public Holiday and May Day Holiday
17 th /18 th May	In-Service Day Closures
5 th June	Diamond Jubilee Holiday
28 th June	Summer Term ends

Holidays and School Closures for Session 2012/2013

21 st August	Autumn Term Begins (for pupils)
12 th October	Term Ends
15 th – 26 th October	October Holiday
29 th Oct	School restarts
19 th /20 th November	In-Service Day Closures
21 st December	Winter Term Ends
24 th Dec – 4 th Jan	Christmas Holidays
7 th January 2013	Spring Term Begins
15 th – 18 th February	Mid -Term Break
28 th March	Spring Term Ends
29 th March – 12 th April	Easter Holidays
15 th April	Summer Term Begins
6 th May	Occasional Day Holiday* and May Day Holiday
16 th /17 th May	In-Service Day Closures
5 th July	School closes for Summer Holiday

**Occasional day to be agreed by 30th March 2012*

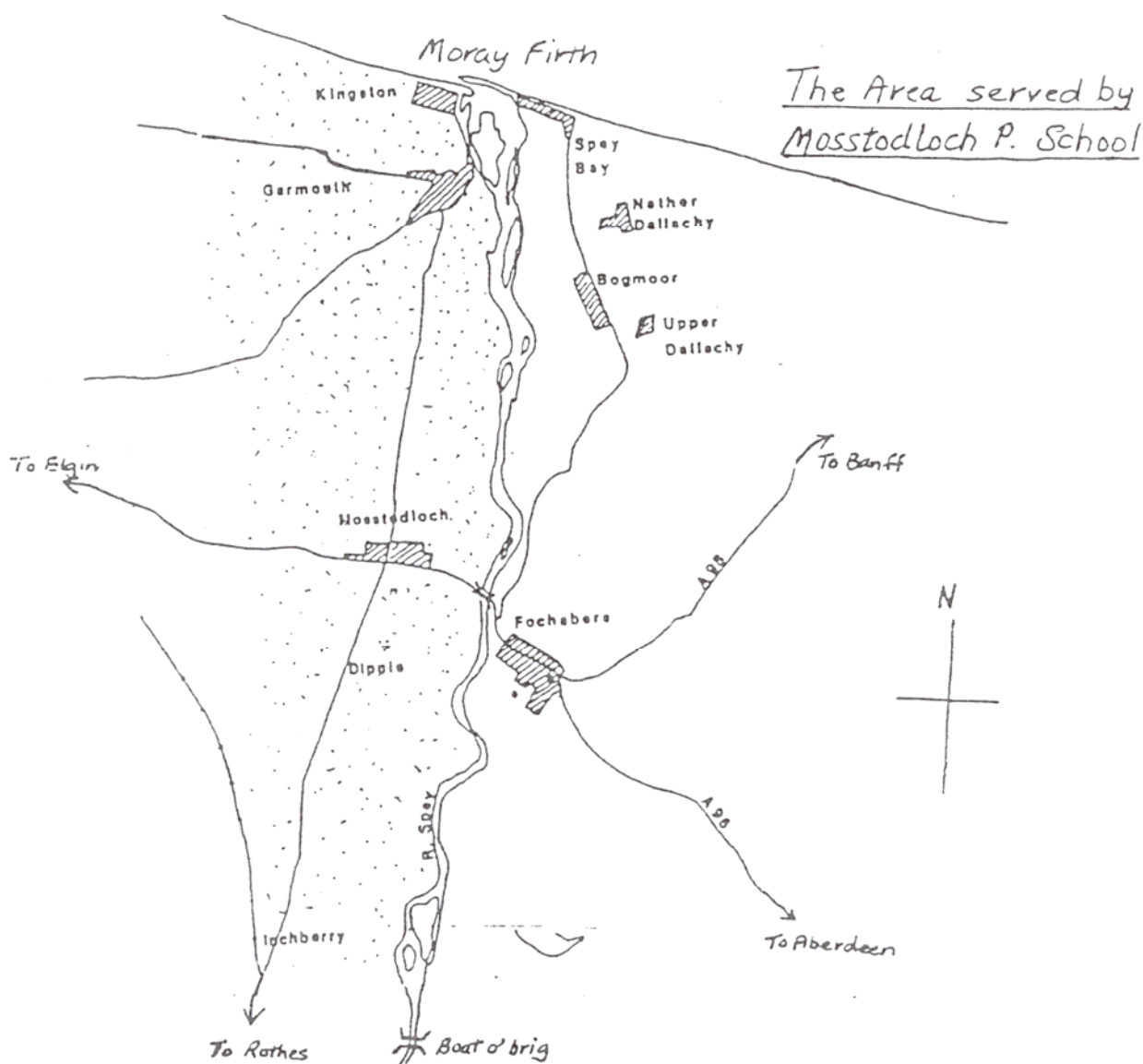
Full details of term dates are available on the internet

www.moray.gov.uk

Mosstodloch Primary School

The school is situated on Garmouth Road, close to its junction with the B9105, in the village of Mosstodloch. The catchment area is broadly the west bank of the mouth of the River Spey. It comprises the villages of Kingston, Garmouth, Mosstodloch, and the rural district of Inchberry.

The school, built in 1968 and extended in 1978, is a single storey building, with comfortable classrooms and accommodation for its 162 pupils. It has 9 traditional classrooms, a small computer suite, a General Purpose room and a multi-purpose hall. One of our Partnership Playgroups also has permanent accommodation within the school. The school has ample tarred playground and generous playing fields to the rear.



Mosstodloch School

- ✚ **There is a tradition** for our primary schools to be safe, caring, happy places where children can enjoy their education in a family atmosphere. Schools aim to promote academic achievement whilst developing qualities of character and personality among the pupils. We, as a community, all work hard together to make Mosstodloch that kind of school providing opportunities which will enable pupils to develop life-long skills.
- ✚ **Classwork is carefully planned** by teachers to take account of the recognised needs of all the children in the class and in line with school and national guidelines. Each class is made up of children of mixed ability and may contain children with Additional Needs. Additional Support Needs staff work with class teachers to provide additional or extended help for pupils as required. Further support is provided by our classroom assistants and auxiliaries, who work closely with the teaching staff in all aspects of classroom and school life. All staff liaise closely and regularly re pupils' progress, attainment and social development.
- ✚ **Teachers employ a variety** of teaching and learning approaches, with high priority given to engaging children actively in their learning and identifying their strengths and next steps. Teaching programmes follow the advice contained within national guidelines for **Curriculum for Excellence**. Pupils' progress is continuously monitored by class teachers, and the Headteacher using a variety of strategies and assessment tools, not least the professional judgement of all staff. High priority is given to raising standards of attainment at all stages through the school, especially in numeracy and literacy. As well as focusing on academic learning, the curriculum and the activities also offer pupils opportunities to develop skills in fields that are relevant to real-life, enterprising in nature, cultural, sporting and social and we aim to challenge all children at levels appropriate to their abilities. Achievements of all kinds are recognised and celebrated within individual classes and school. The **Curriculum for Excellence** provides us with the framework to develop pupils under the 4 capacities of Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals. A range of modern learning materials and strategies supports all areas of the curriculum.
- ✚ **Children are consistently and actively encouraged** and supported to develop qualities of self-discipline, respect and good conduct in and around the school. The school operates by a set of straightforward rules that aim to look after the interests of everyone in the school community. Each class determines their reward and praise system, which is based on the overall school aims and values. Politeness, respect and concern for others, care for the environment, honesty and reliability are highly valued and commended. Children's rights as individuals are recognised and they are encouraged to express their views, in the knowledge that adults in the school will listen. The pupils are involved in decision making in school and have the opportunity to become involved in various pupil groups and committees in school.
- ✚ **We very much value and promote** the partnership between home and school, parents and teachers. The school undertakes to keep parents regularly informed of their children's progress and activities, and depends very heavily on parents' interest and support. We consult regularly with our parents, not only on individual children's needs, but also on various areas of school life. Parents are always welcome visitors to the school in whatever capacity and we are pleased to have a rota of volunteers who help out with various activities. Our newsletter is issued on a monthly basis.
- ✚ **In a similar vein,** we value our active links with the wider communities in which our pupils live. Children are encouraged to care for, and appreciate the countryside and villages in our area. We are in close contact with playgroups and Senior Citizen groups in Garmouth and Mosstodloch and opportunities are created to allow us to liaise with each other as well as local companies with whom we have forged links. We believe it is particularly important to encourage a happy and respectful relationship between the younger and older members of the community.

School Aims and Values

In our community, we are all valued, encouraged and motivated to reach our full potential; demonstrating our success as confident, effective and responsible learners and individuals.

- We aim to build confidence and self-esteem by supporting and encouraging all pupils to achieve as individuals and team members
- Through example we aim to encourage children to value, respect and accept others
- We will actively encourage our children to take responsibility for their learning and develop a positive work ethic and attitude by providing a range of relevant, quality learning experiences
- We will recognise the individuality of each child and their personal achievements and we will welcome, engage in and promote a positive working partnership with parents and carers
- We aim to follow the principles and guidance of the Curriculum for Excellence by providing relevant, coherent and challenging experiences which will enable children to be and become successful learners, confident individuals, responsible citizens and effective contributors
- We aim to provide experiences which enrich our children’s learning, knowledge and life-skills
- We will encourage and enable our children to grow mentally, emotionally and intellectually through a happy, safe and secure environment
- As staff we will fully commit to enrich our professional development and knowledge enabling us to plan and deliver appropriate and achievable learning experiences for all children

Respect *

Treat others as you like to be treated

Co-operation *

Everyone working and supporting together

Trust *

Responsibility and reliability

Encouragement *

Keep trying and learn from our mistakes

Forgiveness *

Fresh starts and working things out together



Curriculum for Excellence (CfE)

Inspire

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Include

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Improve

Bringing learning to life and life to learning

Curriculum for Excellence is now embedded across Scotland for all 3-18 year olds. This aims to **raise standards**, prepare the children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables us to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

The principles of CfE are that every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

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

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy and from 2012/13, new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Further information and materials may be found at
<http://www.ltscotland.org.uk/understandingthecurriculum>

**Entry to School
Enrolment**

(For further details see pages 2 to 7 of Notes for Parents and Carers)

Parents wishing to enrol their children at Mosstodloch Primary School are most welcome to visit the school prior to enrolment. We are always willing to show parents round and answer any questions and queries. Forms for registration, enrolment, transport etc will be given out from the school office. Registration and enrolment of Nursery and P1 pupils takes place in **January** of each year. Advertisements are placed in the local press and in school informing parents of the exact registration date.

Admission

Normally, children of suitable age are admitted immediately upon the request of their parents. The enrolment formalities are the completion of an admission form and the production of the birth certificate of the child if he or she is starting school for the first time. In certain circumstances, however, when the school roll capacity is being reached, or if the child lives outwith the school catchment area, it may be necessary for parents to complete a 'Placing Request' form which should be returned to the Educational Services at The Moray Council. Children transferring to Mosstodloch Primary from another school are placed in classes according to their age. It is very helpful if such children bring with them exercise books, jotters etc. from the previous school as this ensures a smooth transition for the children. **It is essential for the school to have an emergency contact number for each child.** Please notify school immediately of any changes to addresses, landlines or mobile numbers which occur throughout the year.

Induction

We aim to and over many years have made the entry of pre-school pupils to full-time education as smooth and as seamless as possible. We work very closely with our "in-house" Playgroup as well as our other Playgroup in Garmouth and ensure that the pupils and staff are involved throughout the year in school activities or events. We recognise the important role of parents in this process and work hard to develop a close home/school partnership for the benefit of your child. There is a **full induction programme** for parents and children entering P1 beginning at the end of the Spring Term. Each P1 pupil is given a 'Buddy' i.e. a pupil from P7 who becomes the child's friend and guide, particularly in the early stages of their school life. The induction programme consists of **parent meetings (approx 30 mins each)**, while the children spend time with the infant teacher and their "Buddies". A booklet entitled "*P1 Induction Programme*" is available for the benefit of parents and children.

School Transition

Through our induction from Pre-school to P1 and P7-S1 transition programmes, it is our aim that the pupils will find the changes to their lives in these times as smooth and as supportive as possible. We offer a full programme of events for P7 pupils, which include several opportunities to meet with their peers from the other 2 primary schools within the area as well as allowing the pupils to spend 2 days at the High School in May/June of each year. We also offer an *enhanced transition* for pupils who require extra support at this time and this is funded and organised through our Locality Management Group (LMG).

Children from Mosstodloch Pr. School normally transfer after P.7 to **Milne's High School** in the nearby village of Fochabers. Throughout the year, we work very closely with the staff of the High School and with the other 2 feeder primary schools in the area, Milnes Primary and Lhanbryde Primary, in order to ensure continuity, progression and a smooth transition for all pupils and parents.

Headteacher: Mrs Carol Stuart
Address: Milne's High School
West Street Fochabers
Moray IV32 7DJ

Class and Pupil Organisation

Children are grouped in classes according to age and numbers of children. Your child may be placed in a single stage class with a maximum of 33 pupils (25 in P1 and P2) or in a composite class with a

maximum of 25 pupils. Pupils are allocated to composite classes as sympathetically as possible to provide the best educational opportunities, social harmony and emotional stability. Currently we have 7 straight classes and no composites.

In forming new composite classes, full account is taken of existing successful groupings of pupils. Reading groups are used as the basis for decisions as to which classes pupils are placed in. This ensures there is a good balance of ability groups. The class teacher is responsible for most of a child's class activities but her work is complemented and supported by visiting teachers of specialist subjects like Art, Music and Physical Education. The school also has a range of support staff including classroom assistants and auxiliaries who are timetabled to provide support for classes, teachers and pupils in a specific yet flexible way. There is also an Additional Support for Learning member of staff for pupils who require extra support.

We take the view that all our pupils are individuals, who learn in different ways and who have a wide variety of interests, talents and attitudes which create a range of different needs. These may relate to learning, or may arise from physical or social considerations. Children may require additional help to overcome learning difficulties, or may need extra resources and time if their progress is especially rapid. In providing help for children with learning needs, class teachers will be assisted by the school's Support for Learning teacher and the support staff within the school. In addition, assistance, as appropriate, may be received from a number of external agencies such as:

- school medical service
- educational psychology service
- speech therapy/physiotherapy/occupational therapy
- service to hearing and visually impaired children
- Social services

Mosstodloch P. School, along with Milnes High School, Milnes P. School and Lhanbryde P. School, is part of the **Locality Management Group (LMG)**. This brings together the different agencies that are involved with education – health service, social work, police and other agencies including those mentioned above. We can utilise all the expertise within these areas in order to support children and the families as required by circumstances. We also have access to our **Home School Link Worker**, who is able to support children and families as required and in a variety of circumstances.

Curriculum

For each area of the curriculum, a programme of work and activities is planned which aims to cover targets which are appropriate to the age and abilities of each child. These targets have been set against national and **Curriculum for Excellence** guidelines which have been produced in order to encourage all schools to develop curricula in which learning experiences are challenging, relevant to children's lives, broad and progressive and help to promote achievement and success. We plan work and activities which will help our pupils to transfer their learned skills across the curriculum – these also include specific life skills. Pupils work in groups or as individuals at their own levels and are encouraged to take an active part in their learning so that they are aware of what they need to do and learn to achieve. Cross curricular activities help to make links for the pupils across the different learning areas. The teachers plan work according to the levels of ability and where required, the **Additional Support for Learning Staff** work with identified pupils, both individuals and groups. Some pupils may follow an Individual Educational Programme (IEP) which is planned by staff, pupils and parents and progress is reviewed termly. Pupils are identified by class teachers for targeted support and intervention as required.

Additional Support Needs and ASfL Act 2004

(Further information to be found on pages 15-19 of Booklet for Parents and Carers)

In school, the principal structured material used in teaching **reading** is the *Oxford Reading Tree* programme. In P4 to P7, this leads on to the *Kingscourt Programme*. This programme consists of Home readers and Class Readers, with a mixture of Fiction and Non-Fiction reading materials.

Deeper understanding of the content and meaning within language and literacy is promoted through group discussion, analysis of the content and support-reading so that reading is not simply being “heard”.

The **literacy** programme is taught through the Jolly Phonics and Grammar scheme in the infant classes and by the Nelson scheme in the middle and upper stages. Our writing programme is skills-based and incorporates *Formative Assessment* strategies which promote and ensure the children's understanding of their own progress and the setting of targets they need to work towards for improvement. Literacy across the curriculum is also planned for to enable pupils to recognise and use their skills within different settings.

Children in P7 receive an introduction to **French** in line with arrangements for Modern Languages in Primary Schools. The equivalent of one hour's tuition is provided each week and this is to allow for an experience of a foreign language in reading, writing and conversation to help pupils make an informed choice when entering the High School. Language choice at both Primary and the High school is dependant upon staff availability and timetabling issues.

In **Mathematics** we use the Scottish Heinemann Programme to support the class teaching and maths learning activities throughout the school. This is used in conjunction with other resources to consolidate and reinforce prior learning. We also have a strong emphasis on active, practical and real-life learning in mathematics as well as other curricular areas, which ensures that children learn and remember through “doing” and active participation. This also helps to consolidate their **numeracy** skills in across the curriculum and in different contexts.

Social Studies is concerned mainly with Theme Work. The school has a programme of themes from P1 – P7, which allows for continuity and progression of knowledge and skills and which is reviewed and updated on a regular basis. Our themes reflect the **Curriculum for Excellence** outcomes, ensuring that the contexts are relevant and include study of various Scottish aspects. As part of our theme work we teach the skills of **Enterprise** and **Citizenship**, which are also integrated throughout school life and not just confined to theme work. Specific class work is taught and reinforced in other areas in order to help learning develop and be relevant. **Health and Well-being** issues are taught through theme or cross-curricular studies and can also be taught as a "stand-alone" subject area, such as Sexual Health in P6. Within **Curriculum for Excellence**, Health and well-Being is an area which is the responsibility of *all staff*. The canteen runs our healthy tuck shop at break time and many opportunities exist in school for our pupils to take part in healthy and sporting activities as organised by the school, the Health Committee or our Active School Co-ordinator, Mr Kevin Collins. Provision for the **Expressive Arts** is planned into each class's programme and this is supported by visiting teachers, in music, art and PE. The school has in place programmes of study for each area and the teachers use these when not being supported by the specialists.

The school is equipped with a small computer suite and each classroom has 1 or 2 computers in it. This allows us to deliver our programme of ICT skills (Information and Communication Technology) to all pupils as well as ensuring that the ICT skills are integrated into everyday teaching and learning for our pupils. Each room in school now has an electronic whiteboard and these are in daily use by staff and pupils to enhance the learning and teaching taking place – they are valuable teaching tools and resources. Moray school networks are provided for pupils to do school related work, including research and communication with others. For pupils to be able to access the Internet parental permission is required. “GLOW” is an electronic tool enabling us to access and work with more information. ICT forms a small part of our **Technologies** curriculum which also includes food, craft work and design.

The school's programme for **Religious and Moral Education** is in line with advice contained within national guidelines. Each class follows a programme of themes which are planned to cover the content described in the guidelines for this area, and which allow for progression of knowledge and understanding as the pupils move through the school. Our pupils also learn about religious seasons

and festivals as they occur, through the session. We have a weekly act of **religious observance** in our school assembly and talks cover Community and topical issues, Old Testament stories, the life of Christ and his followers, main seasons and festivals, Saints' days, moral themes, famous people and life in other countries. Other World religions are mainly dealt with through the teaching programme as discussed above. The school music group leads our praise, which takes the form of songs and choruses that we like to sing. The assembly represents the school's regular act of **religious observance** and is intended to give children an experience of Christian worship in an informal setting. It is also, a time when children entertain other children and when they can hear, often from other pupils, about things that have been happening in the school. We are joined at times during the session by Rev Frances Foreshaw from Fochabers. It is also a valuable whole school opportunity to recognise the **wider successes and achievements** of pupils from all areas of life and pupils are encouraged and are usually very eager to come out and talk at our assemblies. Pupil birthday times are also celebrated at each assembly. Our assembly times are an opportunity for sharing with other members of our families and community friends and we normally have a healthy attendance of mums and dads, grandparents, little brothers and sisters, and friends! We hope you'll be able to come along some time. **If parents do not wish their children to take part in religious observance, they must inform the school in writing and we will make appropriate supervisory arrangements.**

We have a comprehensive **PSD** (Personal and Social Development) programme in school which is carefully structured from P1 to P7 and includes such activities as Circle Times, **personal and mental health issues** and decisions of behaviour reward systems within each class. A large part of the programme is devoted to developing social skills such as coping strategies, building resilience respect and responsibility, effective team work, listening to and talking to each other and ensuring appropriate communication at all stages of the school.

Pupils' progress is assessed and recorded for all areas of the curriculum in line with the school's programme for **assessment**. This involves continuous assessment, both formative and summative, of pupils' performance in the classroom and around the school, based upon classroom observation, teachers' professional judgements and work completed in class. Formative assessment strategies are used in all classes which involves the pupils helping to set targets and success criteria for their learning. The pupils are aware of the next steps their learning needs to take to progress to the next level of attainment. Pupil progress and achievement is reviewed and "tracked" on a regular and individual basis by teachers, Support for Learning Staff and the Management Team. These strategies are incorporated into our school programmes in order to help us promote **attainment** and **achievement** for all pupils. Assessment procedures are set to evolve and develop on a Scottish-wide scale and this will obviously impact on our own practice in the future.

Assessment activities are used to confirm the progress that the teacher has judged the pupil to have made. The results and next steps to be taken are discussed with individual pupils. Information on pupils' progress is reported to parents in annual reports and at Parents' Nights. At other times during the session, as and when circumstances demand, arrangements are made to allow teachers and parents to discuss a pupil's performance. As children progress throughout the year, they are assessed and reported on by means of professional judgement and moderation using some standardised materials to confirm professional judgement if appropriate. The levels are contained within **The Curriculum for Excellence (CfE)** and are known as Early, First, Second, Third Fourth, which covers the curriculum and learning and teaching from 3 -18 years of age.

Further information on CfE may be found on pages 21-22 of the Parents and Carers Booklet

Home – School Links

Homework is given to pupils for a number of reasons:

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

Homework can only be of help and use to children if parents support us by encouraging their child to complete it to the best of their ability. Homework involves reading practice, other language and maths activities and activities linked with topic work and these can often be presented in creative ways by the child – particularly “Private Studies” or research activities. Pupils are expected to be responsible for their homework, particularly as they progress through the school. They should know what the class teacher has given them to do and know the timescale set. Each session, class teachers send home a letter of information about the homework which is issued and when it is expected to be returned.

Communication

Regular monthly newsletters are issued to parents containing all relevant news, information and updates on activities and events in school. We are keen to involve parents in all aspects of school life and you may be asked from time to time to complete questionnaires/survey sheets or to be part of a focus group for parents. We are always looking for parents to help in a practical way in school, such as parent helpers in our libraries, with class activities or class outings. When policies are revised or updated, we invite a random sample of parents to read these and comment upon the content. Parents are welcome to comment on any aspect of our school through either discussion with staff or with the Headteacher at any time. A comment box is also available in Reception should anyone wish to use it.

Reporting to Parents

Opportunities for parents to discuss their child’s progress with the class teacher are made available throughout the school year. The dates of Pupil Progress Meetings, when teachers are available for private discussion at a set time with parents take place over two evenings in November. Written reports are sent home in March followed by the chance for parents to visit the school and all classes during an Open Evening in April. Pupil Reports are currently being developed in line with the expectations of the Curriculum for Excellence. We will keep parents updated as developments in this area happen. We aim to work in close partnership with our parents and ensure that an effective two-way communication system is in place. The school has an open-door policy whereby parents are always very welcome in school and we encourage parents to speak to us at any time if they have any concerns, queries or . If, however, you wish to speak personally either with the Head Teacher or Class Teacher, please telephone to make a convenient appointment. We would also ask you to keep us informed of anything that might affect your child at school, particularly if something is upsetting your child. Teachers will also make direct contact with parents throughout the session if they have concerns or any issues about particular pupils and are available to see parents after school if requested. As far as possible we aim to give Parents good advance notice of all school activities.

Parent Council *(Please refer to page 19 of Booklet for Parents and Carers)*

The objectives of our Parent Council are:

- *To work in partnership with our school to maintain the welcoming ethos, which is inclusive for all parents and to promote the existing partnership between our school, its pupils and all its parents*
- *To develop and engage in activities which support the education and welfare of the pupils*
- *To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.*
- *To fundraise for school activities and equipment*

Friends of Mosstodloch School - FOMPS

The Friends of Mosstodloch Primary School is our parent group incorporated within the Parent Council which is responsible for fundraising. The fundraising aspect is very important to the school as it helps us to pay transport costs for school outings, social occasions for the children and any additional resources as required. We are most grateful for the on-going support which we receive from parents, families and community members.

School Telephone Information Line

We have an automated dial-in telephone service for parents to leave non-urgent messages which are then forwarded to the school e-mail address system and this is checked on a daily basis.. The system also provides a recorded message from the school with information about adverse weather or other emergencies that result in school closure. The telephone number and PIN number are on our headed notepaper and newsletters.

Instructions for Use

Dial **0870 054 6222**

Enter school PIN number: **031370**

You will hear a confirmation message telling you that you have contacted Mosstodloch Primary School and you are then asked to follow directions from the menu system. Urgent messages for school should be passed on in the usual way on: **01343 820476**

Emergency Closure Procedure *(Please also see page 13 of Booklet for Parents and Carers)*
Headteachers have total discretion as to the closure of schools when they anticipate storm conditions that would put children at risk.'

In the event of bad weather preventing the school from opening, information will be placed on the Moray Council website as soon as a decision has been made. This in turn will inform Moray Firth Radio, who announce school closures on a regular basis. School transport will also be cancelled as appropriate. Parents are encouraged to use the **Telephone Information Line** to receive information which is updated during severe weather situations. Parents who live any distance away from school are advised to keep their children at home when weather conditions are causing concern.

In the event of the children being sent home from school early, for example, because of inclement weather conditions or a breakdown of vital services, as many parents or emergency contact numbers as possible will be called by telephone to ensure that all children are accounted for. As the school buses cannot be held back, those children whose parents cannot be contacted will be sent home to Emergency contact addresses. Children should not be taken by well meaning friends or adults unless permission has been given by the child's parent/guardian.

Our school policy has been updated in terms of **Emergency Closure** which ensures that children are transported home as quickly as possible by bus and that families are contacted speedily and efficiently. The safety of children is paramount and these procedures must be followed in the first instance. If certain unforeseen anomalies arise, then the principle of the safety of the children first and foremost will be adopted.

We would ask parents to inform us of any changes of telephone number, mobiles, e-mail and other addresses plus **any** alteration in emergency contacts, **as soon as possible**.

It is extremely important that **emergency contacts** are registered with the school and updated regularly and immediately when changed - these are the numbers we use when parents are unable to be contacted. This does not simply apply when the school has to close; it is also our means of contacting parents throughout the session, for any number of reasons.

Ethos and Pupil Welfare

Accessibility *(Please refer to page 17 of Booklet for Parents and Carers for further information)*

Attendance and Absence

(Please refer to page 14 of Booklet for Parents and Carers for further information)

Our procedures state that parents must phone or contact the school in the morning to report any absences or to send a brief note to the class teacher with siblings; otherwise we are obliged to contact parents to determine where the child is. Please remember that you can also use the automated service at any time to report absences or leave any non-urgent messages. The

messages are sent to the school by way of e-mails and are checked every day. Our attendance figures are forwarded to the education authority and comparative statistics are issued each school session by the Scottish Office. **Our statistics for last session are included in the appendices.** Whilst our overall attendance is good, we have observed a growing trend of children being taken out of school during term time, for family holiday and other social reasons. Decisions to take children from school rest solely with parents and the school cannot "grant permission". While children will be given help, on their return, to catch up with work that has been missed, it will not normally be possible to issue school work, other than reading material, to take with them on holiday. For any **medical appointments**, advance notice should be passed on to the school wherever possible, and the pupil may be collected from the school office reception area. In the interest of safety we do not allow pupils to leave school to meet a parent for an appointment and so during school hours pupils must be collected from school.

Behaviour and Discipline – Promoting Positive Behaviour

We want our school to be a community in which children feel welcome, supported and able to give of their best. We must all work together to promote such a community founded on agreed standards of behaviour and therefore, rules to encourage those standards, need to be set. We choose to be positive and encouraging in our approach. We believe that acceptable standards will be achieved more readily by praising and rewarding good behaviour, than by focusing on the punishment of bad behaviour. Above all, we want to encourage and develop **self-discipline**, as this in the end produces behaviour which is acceptable and worthwhile. The pupils, staff and parents of Mosstodloch School all have a part to play and responsibilities to undertake, to ensure our high standards are maintained.

We have a clear and deliberate focus on **respect and responsibility** - for self, for others, for property and for actions and choices made. Children are expected to follow the school rules at all times.

Sanctions for pupils who break the school rules include the following – *verbal reprimand, written exercises focussing on behaviour, meeting with HT, meeting with parents in school, loss of privileges and activities and exclusion from school.*

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to educational Services and the Police may also be involved.

Each class teacher along with pupils will decide upon a "reward" system for their particular room which will be put into place at the beginning of each new session. The three Houses in school are **Balnacoul, Garmouth and Inchberry**. We encourage co-operative playground games and each class has a set of playground equipment which can be used by the pupils. We have a very successful "Buddy" system which operates with Pupils from P7 and our new P1 pupils.

Anti-Bullying

In our Behaviour Policy we make clear that we do not tolerate or accept bullying and we work very hard to eradicate any incidents at an early stage. Our pupils are very much encouraged to talk openly to all adults in school about any unacceptable behaviour or incidents which happen to them or that they witness. Matters of bullying are dealt with quickly and rigorously and parents are involved as appropriate.

We believe in talking to all who are involved, encouraging the pupils to think for themselves of solutions to the problem and the best ways forward. This allows children to become more motivated to change their patterns of behaviour and to discuss future issues openly. We also encourage parents to contact school, either the class teacher or HT, if they are at all concerned about incidents of bullying. Bullying is often carried out discretely and the school can only respond if incidents are brought to our attention either by pupils or parents.

Where there are cases of persistent misbehaviour, parents are always informed and consulted. Serious misconduct is rare, but where a child's conduct seriously threatens the educational well-being and security of other children, exclusion from school may result. Short term exclusion from school may be immediate and may last up to six days.

A child can only be excluded by the Head Teacher or Depute, and no child can be excluded without first contacting the parents. It is likely that parents will have been warned previously that continued misconduct may result in exclusion. In the main, we prefer to tackle any behaviour problems by working closely with pupils and parents and finding solutions where at all possible. We also work with staff from an outreach service, the Home-School-Link Worker and Educational Psychologist as appropriate and in consultation with parents.

Child Protection *(Please refer to page 12 of Booklet for Parents and Carers)*

Child Protection Guidelines for Staff are posted in all rooms and areas in school and issued to all members of staff and state:-

Staff at Mosstodloch Primary School

- Treat all children with respect
- Act with good intentions towards the children
- Respect the children's right to personal privacy
- Do not discourage children to talk about attitudes or behaviour they do not like

We do NOT

- Have inappropriate physical contact with children
- Encourage inappropriate attention-seeking behaviour
- Speak to children in an inappropriate way or make suggestive/derogatory remarks or gestures in front of children

The Child Protection Co-ordinator (HT) undertakes regular training and this is then passed onto all staff in school.

Physical Intervention

(Please refer to page 12 of Booklet for Parents and Carers for further details)

Disability Discrimination

Racism Policy *(Please refer to page 20 of Booklet for Parents and Carers)*

Racist Incidents

Clothing Grants *(Please refer to page 9 of Booklet for Parents and Carers)*

School Uniform

We believe there are very clear educational and social advantages to be gained from encouraging pupils to wear a school uniform, and we ask for parents' co-operation in maintaining the habit. A school uniform helps children to feel part of the school, it is smart, it discourages jealousies and disagreements over clothing, it is almost always more economical, and it is very practical for the kinds of activities pupils undertake in their classes. A survey amongst parents and pupils showed a high percentage are in favour of retaining the sweatshirts and approve of the uniform rules. *Jeans, denim clothing and any football strips* are not considered to be an acceptable form of schoolwear.

School sweatshirts in red, embroidered with the school crest, are available from the School Office at a cost of £10. These school garments, along with skirts/trousers in navy/grey, and polo shirts in white

or red (with school crest) produce a very attractive indoor uniform. Fleeces for outdoor wear are also available from £15 each.

School Activities and Clubs

The school provides opportunities for children to participate in a range of activities, many of which are listed below. During their time in the primary school, children will learn to play recorder and/or percussion instruments and to play in one of the school's Music Groups. They may also take part in drama groups and they are given the opportunity to learn skills in hockey, football, badminton and ski-ing. The pupils take part in different competitions and events during the session and are encouraged to participate as much as possible. A member of staff organises a school-based tournament for other schools in hockey and football. The P5 pupils are given Kwik cricket training and for the last few years, a team from school has successfully won through either the local heats or through to the Scottish National play-off. Rugby and golf training has also been offered in the past. Sports fixtures are arranged with other local schools and the school enters teams for a number of Moray Schools' tournaments. We also organise a local schools' football and hockey tournament in the summer term which the children help to organise. Teams are also entered into The Moray Inter-School Sports, "The Challenge Day" and the Highland Games at Gordonstoun School. We have a very enterprising school and our pupils are encouraged to think and act in enterprising ways and are usually very keen to organise activities or events for the community and the school. Our **Enterprise Calendar** may be seen in school which highlights all the events taking place in the year. We also participate in other events and activities which we feel are of benefit to the pupils.

A **Pupil Council** is in place and meets with the HT to discuss school matters which are put forward by other pupils. The agenda for the meetings will include issues as put forward by pupils as well as other pertinent issues arising in school. The Pupil Council meet every 6 weeks approx and have a set agenda for each meeting. Each class is represented by a Pupil Council Member who brings issues and requests to the table for discussion and consideration.

Scottish Cycle Training Scheme

Pupils in upper stages are offered instruction in cycle training during the session. This instruction is given after school hours, and parental assistance is essential to ensure the training can take place. Certificates and badges are presented to those pupils who reach the required standard in both the written and practical tests. In the event of too many children applying to take part in the training, priority will be given to P7 pupils.

Ski Trip

Pupils from P7 are given the opportunity to take part in a week's ski course at Abernethy Outdoor Centre during the Spring Term. This is a fee paying residential course, attendance at which is optional. The fee quoted at the time includes residential costs, transport, ski passes and hire of skis, poles and boots.

Health/Eco-School/Junior Road Safety Officers Groups

Staff, pupils and parents have formed committees to take forward the principles and developments for Health Promoting, Eco-School status and the JRSO group. Activities are organised throughout the session by all groups.

Charity Work

The pupils are encouraged at all times to take part in events that help them to reflect on ways in which they can support charities. At present, the school supports the Shoe-Box Appeal at Christmas, an animal at Highland Wildlife Park, Children in Need and UNICEF. We also support FROM (Malawi Orphans) each Christmas time in terms of donations for cards. We have also raised funds for The British Heart Foundation through the organisation of a fun physical day for

all pupils called "Jump Rope for Heart". The school often supports other causes that arise, in particular, any local charities - many times these are brought to our notice by pupils themselves who volunteer to organise an event.

General information for Parents

Adult Helpers

It is necessary to ask parents, and other adults who volunteer to help in classrooms and around the school, to agree to be checked through the "Disclosure Scotland" form, involving the volunteer to complete a form which gives the Education Authority permission to request that a check be made.

All of us who work in school - teachers, auxiliaries, escorts, and janitor - are subject to such checks, and I do hope that no one will be put off volunteering their help to the school because of the procedure. The school derives tremendous benefit from the regular help that some parents are able to give - helping in classrooms, changing library books, supervising board games, escorting on trips and so on. We really do value such help and are very appreciative of those who do work in school with us.

Complaints

If you are unhappy with any aspect of your child's education or welfare in school, we hope you will contact us to arrange a meeting to discuss your concerns. However, if you are dissatisfied with the way we deal with your concern, you have the right to complain formally. Under these circumstances you should ask for a copy of The Moray Council Complains Procedure 'How to Lodge a Complaint'

Copyright

Please note the following information regarding copyright regulations:

'Books borrowed from school or college libraries may not be copied by outside bodies e.g. commercial copy shops, without the written permission of the publishers. In conjunction with rights owners, CLA is taking legal action against copy shops that are found to be illegally copying from books for students.'

Data Protection (Please refer to page 22-24 of Booklet for Parents and Carer)

Information on pupils and parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information gathered complies with the principles of the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. The Data Protection Act 1998 ensures that information is collected fairly and lawfully, is accurate, adequate, up to date and not held for longer than necessary.

Freedom of Information (Scotland) Act 2002

(Further information to be found on page 24 of Booklet for Parents and Carers)

"Found" Property

A found property box can be found outside the Janitor's Office into which pupils can place any articles or property they have found, or they can look for anything they may have mislaid. The contents of the box are displayed for parents during school event afternoons or evenings and thereafter the box is cleared at the end of the school term and recycled. **Please remember to name your child's clothing and school/gym shoes.**

Information for Parents and Carers Leaflets (Please see page 3 of Booklet for Parents and Carers)

A series of leaflets has been produced by Educational Services for parents and carers. These leaflets are available from the school or the Moray Council internet site

http://www.moray.gov.uk/moray_standard/page_42708.html

In-Service Closures

During the year, the school is closed to pupils for five days over a school session. This allows teachers' in-service training courses to take place. Dates are given at the start of the school session and are included in the information sheet.

Insurance *(Please refer to page 10 of Booklet for Parents and Carers)*

Meals *(Please refer to page 8-9 of Booklet for Parents and Carers)*

The school has its own kitchen, which produces two course lunches daily, currently priced at £2. Each daily menu offers a choice of two or three dishes for each course, including homemade soup and vegetarian choices. Menus are available on request from the canteen or the office. Lunch tickets should be purchased whenever possible **first thing** in the morning. If tickets are paid for by cheque, then please make them payable to **The Moray Council**. For information on **Free School Meals** please refer to **page 9 of the Booklet for Parents and Carers**. Since there can be no guarantee that school meals are nut-free, Moray Council decrees that children with severe food allergies should have snacks and lunches provided from home. Parents are reminded that children should not share, taste or handle foods from the snacks or lunches of other children. Some children choose to bring packed lunches and **all** children, whether with packed lunches, or having school meals, eat in the same dining area, supervised by our lunchtime auxiliaries. Pupils who indicate their intention to go home for lunch must go home directly. Under no circumstances should children bring drinks to school in glass flasks or bottles. Children are encouraged to bring a **mid-morning snack** to school with them. The school is a Sweet-Free Zone and we do encourage pupils to bring healthy, low sugar snacks to school with them. A selection of low fat and other healthy snacks is also available from the canteen. We also actively encourage the pupils to bring water bottles to school each day. Drinking water has a beneficial impact on concentration and prevents the pupils becoming dehydrated, particularly during the hotter months. Water bottles are available from the school office priced £1. The school has 2 water coolers where the pupils may refill their bottles. For many years now, through the agreement and co-operation of parents and children, the school's rule has been no sweets in school. The purpose of such a rule is, of course, to encourage a healthy diet and care for teeth.

Media Filming

From time to time, the school takes part in activities that attract the attention of the local press. In addition, in today's high tech society children are involved in ICT projects such as the production of newsletters, communicating via e-mail and access to the Internet. These activities may result in the children's names and/or photographs appearing in the press and/or electronically. If your child is to be excluded from any of the above activities, it is important that you complete an **exemption form** (available from the school office). Parents are always asked to complete these forms at the time of enrolment.

Medicines in School *(Please refer to page 10-11 of Booklet for Parents and Carers)*

In line with policy agreed by the Senior Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

Asthma inhalers are kept in school in the medical room for easy access by the pupils who require them. Minor cuts, grazes, stings etc. are treated on the premises by qualified first aiders. More serious injuries will result in medical assistance being sought. When children become ill at school and need to go home, parents are contacted. If parents are unavailable, we try to reach the person nominated by parents as their child's emergency contact. Children are never sent home ill on their own. *Please ensure therefore that school has up-to-date emergency contact numbers.*

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

Medical Examinations

The School Medical Service arranges routine, regular medical examinations. These occur in different years on a pattern, throughout a pupil's school career. The first is a full examination, carried out by the school doctor, during P1. Parents are given appointments for such examinations and are asked to attend. Thereafter, in different years, checks are carried out on hearing and eyesight. Note is made of any condition, such as asthma. Children may be referred for additional testing by teachers or parents at any time. *N.B. It is very important that you let the school know of any changes to and in your child's health/medical conditions as soon as possible and at any time throughout the year.* In the event of a child being found to have head lice, parents are informed and are also asked to inform the school if they discover head lice at home. The child should not attend school until treatment is complete

After School Club – Fochabers

Out of school care can be accessed at Milnes Primary in Fochabers. If you wish to use this service, please contact the school office for an enrolment form and further details. You may also contact the club directly on 01343 829053.

Safety Exercises

Fire drills practising children's, teachers' and other adults' responses are held regularly and at least once per term. Such drills are random, unannounced and are done to check that the whole school is able to leave the building quickly, and in an orderly fashion before assembling in designated places. Consideration of safety of all school users figures highly in the day-to-day running of the school. Particular responsibility for safety matters falls on the Headteacher and Janitor, but every member of staff is involved in identifying, and drawing attention to, any circumstances that threaten safety. In line with Council policy, the whole school is a non-smoking area.

Security *(Please refer to page 10 of Booklet for Parents and Carers)*

The school operates a security system in line with The Moray Council Policy on Safety and Security in Schools. During school hours there is only one entry door to the school, all other doors being locked from the inside. A security door has also been fitted beside the front office. Access for visitors to the school is beside the school office where visitors sign in and are issued with a visitor's pass, if further entry to the school is required. All teaching and non-teaching staff members wear The Moray Council identity badges complete with photograph of the wearer.

School Property

Pupils are reminded to take care of their schoolbooks, equipment, buildings and play areas and to respect other people and their property. All pupils are responsible for their own property – items of clothing, toys, games, money etc.

Pupils may not bring certain items to school: pocket knives, glass containers, chewing gum or bubble gum, electronic toys, fireworks, matches or lighters.

If mobile phones need to be brought by pupils for use after school, they must be handed into the school office in the morning and picked up by the pupil before going home. This list is not complete, but it is the responsibility of parents to know what is in their child's possession. Recompense will be requested if misbehaviour leads to damage of property, equipment, books etc. A letter requesting payment for the damage will be sent to inform parents immediately.

Transport to School *(Please refer to pages 8 of Booklet for Parents and Carers)*

Children who live in the Kingston/Garmouth and Orton/Inchberry areas travel to and from school each day by school bus or mini-bus. School transport can only be used by children issued with bus passes. The companies which supply buses for school transport are contracted to carry pupils from home to school and to their home stop again. Only those children listed to travel on a bus, should be on the bus. If for any reason your child is not travelling as usual by bus, please inform the school,

by letter or telephone. School sanctions apply to pupils misbehaving on school transport. *Serious misconduct will result in the withdrawal of school transport entitlement.*

Parents of pupils from outside the designated catchment area of the school are responsible for their child's transport arrangements. It is at parents' own discretion whether they allow their children to cycle to and from school but all cyclists must wear a safety helmet. Children needing to cross the road at school should wheel their bicycles across with the School Crossing Patrol. Cyclists must then walk through the playground to the bicycle stand provided. No responsibility is accepted by the school for the security or safety of bicycles brought to school. Parents are asked to ensure that bicycles are roadworthy and have properly working brakes and lights.

Visitors to School

It has always been our policy to give a friendly welcome to people who visit the school whether they are parents, community members, officials, or strangers. We are also interested in our visitors' views of us and we ask them to complete a questionnaire of their experiences with the children. We share these with the whole school community and I am delighted to say that these have always been very positive and complimentary.

However, for security reasons, and in line with the policy of the Moray Council, we have in place visitor control procedures which ensure that the management of the school is aware of all those who are in the school at any time. You will appreciate the importance of this during, for example, a fire drill, but also as it affects the general safety of children in the school. We would not want unauthorised strangers to be wandering through the building.

This includes entry through a security door at the front door, signing in and out via the visitor's book and wearing a visitor's badge if working in the school. In the absence of the secretary or the Headteacher please ring the bell and someone will attend to you. An exception to this will apply to the purchase of dinner tickets before the school day starts, when parents should go directly to the kitchen through the hall area.

I hope that you have found the information in this booklet to be useful and relevant. Please do not hesitate to get in touch with the school if you have any queries or concerns which are not answered in the handbook.

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

School: Mosstodloch Primary School	Id No.: 300 - 5202329
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Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	172
Total School Running Costs at April 2011 (£)	542,556
Cost per Pupil (£)	3,154

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	7298	7048	8734	11910	7904	7704	13396	63994
Percentage Authorised Absences	6	3.4	3.1	3.9	3.5	4.7	4.2	4.1
Percentage Unauthorised Absences	0.8	0.9	0.6	1	0.5	0.3	0.7	0.7

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	18.3	18.1

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.