



# BISHOPMILL PRIMARY SCHOOL



## 2024

**FROM A LITTLE ACORN GROWS A MIGHTY OAK**

**ACHIEVEMENT COOPERATION OUTSTANDING BEHAVIOUR RESPECT NEW BEGINNINGS**

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Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education, Communities & Organisational Development, or Moray Council Internet site [http://www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html)

This booklet is also available in other languages.

Main telephone number for Education, Communities & Organisational Development is 01343 563374  
Moray Council website [www.moray.gov.uk](http://www.moray.gov.uk) Please refer to Appendix A for links to access information

# BISHOPMILL PRIMARY SCHOOL

The purpose of this booklet is to provide you with information which may help you to understand better the organisation, facilities and policies of the school.

It is hoped that, through good understanding, parents, pupils and teachers working together will produce the right environment in which our children can learn and grow up.

The information contained within this handbook is correct at the time of publication and is updated annually. This handbook has been prepared in accordance with guidelines set out by Moray Council. See service aims at

[http://www.moray.gov.uk/moray\\_standard/page\\_43612.html](http://www.moray.gov.uk/moray_standard/page_43612.html)

8 December 2024

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**FROM A LITTLE ACORN GROWS A MIGHTY OAK**

**ACHIEVEMENT COOPERATION OUTSTANDING BEHAVIOUR RESPECT NEW BEGINNINGS**

# WELCOME

## BISHOPMILL PRIMARY SCHOOL

The original sandstone building was opened in 1936 to serve the area of Bishopmill, Elgin. Two extensions have since been added to enable us to accommodate 14 classes. We also house a superb sports hall that is shared with the local community and several general purpose areas.

The school grounds offer a safe and stimulating environment with a large grassy area, a tarmac playground, a play park and an outdoor classroom. The outdoor area is used for play and learning activities.

A Pre-school Education Centre run by Torridon occupies an annex in the school grounds. This provider offers pre-school provision for 2, 3 & 4 year olds.

The following provide after school care – children are picked up from school:

Ark Childcare: 01343 551664

Bishopmill Pre- School: 01343 543903

Magic Roundabout: 01343 552803

Pupils are in mixed ability classes according to their ages. The school is staffed to a formula that relates to the school roll. This means the size and distribution of the classes may have to be formed as composites, a feature in most schools in Moray. Children are placed in age appropriate classes.

We try to communicate effectively with parents. We have a regular newsletter available electronically on our website. We use a text message service, Parent Portal, Groupcall, Seesaw and e-mail to share children's learning, remind parents of activities and share messages. All class teachers issue a class newsletter relevant to their class. We also have a twitter page at <https://x.com/Bishopmillps> all our classes are now using twitter.

We continually evaluate our work in order to improve our service, refer to *Appendix B Strategic Improvement Plan*.

Our annual Standards & Quality Report is published in March each year and summarises the success achieved throughout the year. Refer to *Appendix C Standards & Quality 2023-24*

Bishopmill has a very positive learning ethos. All pupils, parents and staff work very well together to create this learning environment.

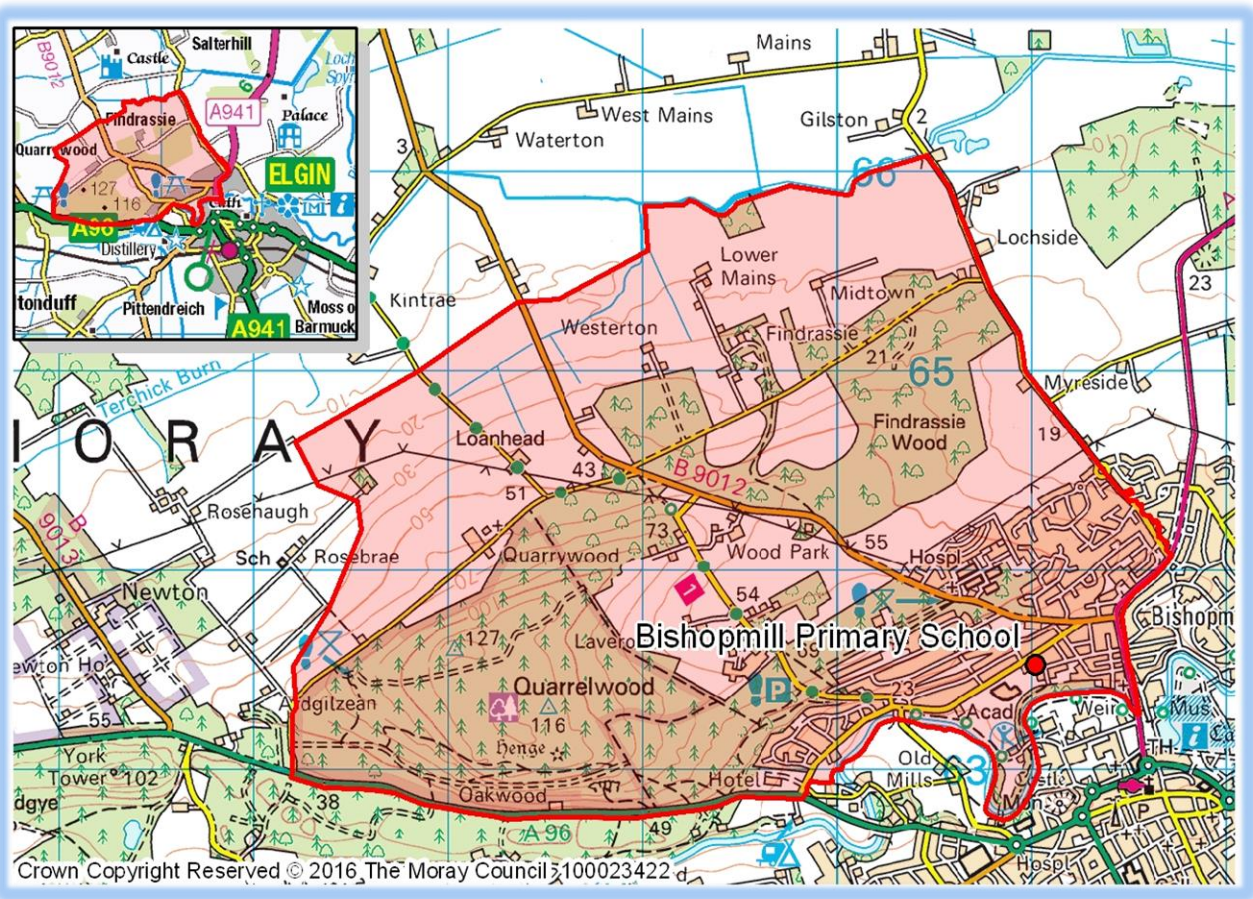
Our pupils experience a broad range of learning activities both in school and in the local community to help them achieve success. Our achievement wall displays these achievements throughout the year. Monthly **ACORN** achievement assemblies celebrate wide achievements too.

We hope this brochure will give you an insight into our school and should you wish more information please contact us.

# SCHOOL PARTICULARS

Name of School	Bishopmill Primary School
Address	Morrison Road, Elgin, Moray IV30 4DY
Tel No	01343 547841
Web site	<a href="https://sites.google.com/my.glow.scot/bishopmillprimaryschool?usp=sharing">https://sites.google.com/my.glow.scot/bishopmillprimaryschool?usp=sharing</a>
Email	admin.bishopmillp@moray-edunet.gov.uk
School information line	0870 054 9999 Pin number 031120
Head Teacher	Mrs Elaine Andrew
Depute Head Teacher	Mrs Irma Westwood
Depute Head Teacher/ ASN Coordinator	Mrs Beryl Bokor
Depute Head Teacher	Mr Kevin Stuart
Roll of School	390
Stages taught in school	P1 – P7





# STAFF 2024/2025

Head Teacher	Mrs E Andrew	
Depute Head Teacher	Mrs B Bokor	
Depute Head Teacher	Mrs I Westwood	
Depute Head Teacher	Mr K Stuart	
Teaching staff	Mrs M Grimson	
	Mrs J Kirkman	
	Mrs V Kendrick	
	Miss O Zielinska	
	Mrs S Carr	
	Mrs K Slater	
	Miss A Wolanska	
	Miss E Morris	
	Mrs H Spencer	
	Mr P O'Neill	
	Miss R Towers	
	Mrs H McLeod	
	Mrs G Green	
	Mrs C Southall	
	Miss J Anderson	
	Miss C Purkis	
PE Teacher	Ms C McNab	
Music Teacher	Mrs Y Taylor	
Support for Learning Teachers	Miss K Munro	
	Mrs J Stewart	
	Mr J Dickson	
School Administrator	Mrs A Cull	
Clerical Assistant	Miss S McPherson	
School Support staff	Mrs Y Retson	Mrs J Green
	Mrs J Heywood	Mrs J Robertson
	Mr B Irvine	Mrs J Johnson
	Mrs D Mair	Mrs T Mortimer
	Mrs A Hale	Mrs S Marnoch
	Miss M Jack	Mrs M Williams
	Mrs L Thurston	Mrs I Rowley
	Mrs C Currie	Mrs C Nunn
Janitor	Mr N Munro	

## NAMED PERSON

As part of the national **Getting It Right For Every Child** (GIRFEC) approach children and young people from birth to 18 or beyond (if still in school) and their parents will have access to a **Named Person** to help them get the support they need. In primary schools the Head Teacher is usually the **Named Person** and will remain throughout their time at primary school. On transition to secondary school, Principal Teachers of guidance usually become the **Named Person**. The **Named Person** will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

The **GIRFEC** approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how *safe, healthy, achieving, nurtured, active, respected, responsible and included* (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

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

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

**Named Person at Bishopmill School is Head Teacher: Elaine Andrew 01343 547841**  
[admin.bishopmillp@moray-edunet.gov.uk](mailto:admin.bishopmillp@moray-edunet.gov.uk)





## VISION & VALUES

Our Vision statement for our school is **FROM A LITTLE ACORN GROWS A MIGHTY OAK**. Our **ACORN** values shape our school.

- **A**chievement
- **C**o-operation
- **O**utstanding behaviour
- **R**espect
- **N**ew beginnings



The principles of ACORN are integral to all pupils in the school. These values are actively discussed and used as a basis for creating a safe, secure and purposeful learning environment.

## BISHOPMILL PRIMARY SCHOOL AIMS

Children are at the heart of our school. Our aspiration is that they become Successful learners, Confident individuals, Responsible citizens and Effective contributors. Developing the capabilities and attributes of the four capacities is embedded across all learning.

### Successful Learners

With:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

### Confident Individuals

With:

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs

and able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

## Responsible Citizens

With:

- respect for others
- commitment to participate in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

## Effective Contributors

With:

- an enterprising attitude
- resilience
- self-reliance

and able to:

- communicate in different ways and different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new concepts
- create and develop
- solve problems

## Our Expectations

At Bishopmill Primary School, we expect and encourage good behavior and self-regulation from all children in order to achieve an ethos which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods to build and maintain positive relationships. We achieve this through visible consistency which is reinforced through our expectations:

### Safe Respectful Ready

These are referred to and used regularly by all adults working in school. Our aim is to provide a calm, quiet atmosphere in the school and to encourage children to move around in a safe manner. We line up in **Legendary Lines** and do **Wonderful Walking** around school. When moving from one task to another we have **Tremendous Transitions**.



## **PARENT COUNCIL**

The Parent Council is a group of parents, with children who attend Bishopmill Primary, who meet once a term for approximately an hour. The Parent Council discusses wider issues around the Bishopmill Primary environment and is not involved in any fund-raising activities. It is often an opportunity for the Head Teacher to discuss the latest teaching methods or education policies that the teaching staff are employing within the classroom to representatives of the parent body. The Parent Council also contributes to discussions around the School Travel Plan, content of the school brochure and raises any issues brought to the Parent Council by other parents. Any parent with a child at Bishopmill Primary can attend the Parent Council meetings and there are two elected posts, that of Chair and Secretary, which any parent can be considered for. The group is guided by the principles contained within the Scottish Schools (Parental Involvement) Act 2006 and has a constitution derived from this statute. Additionally, the Parent Council engages with the Scottish Parent Teacher Council (SPTC) and representatives can attend meetings hosted by the SPTC to gain an understanding of wider parent/teacher partnership activity across Scotland.

## **PARENT TEACHER FORUM**

The Parent Teacher Forum is a group of parents/carers and teachers who meet regularly in order to raise funds for the school which will benefit the pupils directly. They work alongside the Parent Council.

A notice board is located at the rear entrance to the school, where you will find details of the recent activities of the PTF, contact details and other information.

If you wish to become involved in the PTF, or would just like to know more about what it does, please contact the school office for further details.

Minutes of all meetings can be viewed on the school website at  
<https://sites.google.com/my.glow.scot/bishopmillprimaryschool?usp=sharing>

The purpose of the Parent Council and Parent Teacher Forum can be summarised as follows:

- To provide a focus for all parents to be involved with the school.
- To work in partnership with the school and the wider community that the school is part of, to create an inclusive, welcoming school for all children and parents.
- To promote partnership between the school, its children and parents.
- To develop and engage in activities which support the education and welfare of the children and pupils of the school.
- To express the views of parents represented about the education or welfare of the pupils of the school as may be directed by the parents from time to time.
- To fulfil our duties under the Scottish Schools (Parental Involvement) Act 2006.
- To report back to the wider parent body.

## **LIAISON WITH PARENTS**

If you have any worries about your child, you should contact the school right away. Appointments should be made through the school office.

We update parents on children's progress through a termly report. The first report is a 'Settling In Report' followed by three reports which give targets children are working towards in class. Once a year parents are offered a meeting to discuss children's progress towards these targets. Seesaw is used to share children's learning on a weekly basis and is also used to communicate information with parents about progress.

Parents and friends of the school also share their interests and expertise with children in a variety of extra-curricular activities throughout the year when permitted e.g. football, netball, choir, junior jog, basketball, dance, drama, athletics and Christmas crafts.

We also ask parents to continue to support their child's learning at home. Allowing time for reading, discussing their learning and completing tasks is so important in helping a child make progress in all areas of the curriculum.

## **COMMUNICATION WITH PARENTS**

The Xpressions app/Groupcall is used by the school to send newsletters and contact parents regarding non-attendance at school. This can also be used by parents to report absences and send messages.

As part of Moray Council's Improvement and Modernisation Programme, [parentsportal.scot](https://parentsportal.scot) has been introduced. This has been designed to reduce paper and give parents/carers online access to a range of school-related services. At the heart of the system is a secure online account through [mygov.scot](https://mygov.scot), which is known as 'My Account' and is already used in all Moray schools to enable parents to make online payments.

Parents Portal will allow you to: - report your child's absence, view the school calendar, view your child's attendance, complete permission slips and consent forms, update your own as well as your child's details at any time, access Parent Zone, an information area and access online school payments (iPayImpact).

We currently use Seesaw, which is an app, to share messages from the teacher, class news and share children's learning.

# TERM AND HOLIDAY DATES

## Session 2024 -2025

All dates inclusive

### TERM 1

IN-SERVICE CLOSURE: Monday 12 August 2024 and Tuesday 13 August 2024  
TERM STARTS: Wednesday 14 August 2024  
TERM ENDS: Friday 4 October 2024  
OCTOBER HOLIDAYS: Monday 7 October 2024 - Friday 18 October 2024

### TERM 2

TERM STARTS: Monday 21 October 2024  
IN SERVICE CLOSURE: Monday 11 November and Tuesday 12 November 2024  
TERM ENDS: Friday 20 December 2024  
CHRISTMAS HOLIDAYS: Monday 23 December 2024 – Friday 3 January 2025

### TERM 3

TERM STARTS: Monday 6 January 2025  
IN-SERVICE CLOSURE: Thursday 13 February 2025  
MID TERM HOLIDAY: Friday 14 and Monday 17 February 2025  
TERM ENDS: Friday 28 March 2025  
EASTER HOLIDAYS: Friday 31 March 2025 - Friday 11 April 2025

### TERM 4

TERM STARTS: Monday 14 April 2025  
GOOD FRIDAY: Friday 18 April 2025  
MAY DAY HOLIDAY: Monday 5 May 2025  
TERM ENDS: Friday 27 June 2025  
Plus one occasional day holiday to be agreed by 31 March 2024.

For further information

[http://www.moray.gov.uk/moray\\_standard/page\\_55829.html](http://www.moray.gov.uk/moray_standard/page_55829.html)

## NORMAL SCHOOL TIMES

			Morning Break
P1 – 3	9.00am – 12.45pm	1.25pm – 3.00pm	10.40am – 11.00am
P4 – 7	9.00am – 12.15pm	12.55pm – 3.00pm	10.20am – 10.40am

## ENTRANCE FOR ALL CHILDREN

The main entrance doors for the children is from the playground. Please drop children off at the main school gate for 9.00am. A member of the support staff is in the every morning supporting children and ensuring they are safe in the playground. Parents are responsible for their children until 9.00am.

If you need to speak to a teacher, please arrange a meeting via the school office where we will happily accommodate your request.



## ADMISSION TO SCHOOL

At Bishopmill Primary we understand that transition is a very important process for our pupils and in order to ensure smooth transitions at all times the following procedures are in place.

### NEW PUPILS

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Bishopmill Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You will be shown around the school building so that you are familiar with the layout. You will have the opportunity to visit classes at work and also meet some of the teachers, adult helpers and other staff members who work at Bishopmill.

**TRANSITION INTO P1:-** Once enrolment is completed, around April. The Depute and/or P1 staff visit local nurseries to meet new entrants. Preschool staff have the opportunity to pass on relevant information. After this the parents of new entrants are invited into school for an evening meeting. At the meeting transition arrangements are outlined. Parents/carers have the chance to visit the P1 classrooms, meet the P1 teachers and to ask questions. School uniform can be viewed at this event and ordered online from a local supplier in Elgin.

<https://www.dallasdesignsltd.co.uk/shop/School-Uniforms-c164555930>

The pupils are then invited to join in with four sessions in their new classroom. The first two sessions are informal sessions in the P1 class accompanied by their parent/carer. The next two sessions are where the new entrants are introduced to their P7 buddy. This is the start of a supportive, individualised partnership. During these sessions parents will be offered an area where they can chat and begin to form partnerships and support networks.

During week one of new term in August, pupils will come in to school for part-time sessions. From the beginning of week two pupils attend together on a full-time basis.

During the second week in school there will be a second evening meeting for parents. The purpose of this meeting is to talk about the curriculum and how parents can support their child's learning.

### BUDDY SYSTEM

At Bishopmill, we want our new entrants to feel secure and happy from their very first visit. During the induction process, the current P6 pupils act as their helpers. The following session when the children start school in P1 these same senior pupils, who are now in P7, become their official 'buddies'. Every P7 is invited to be responsible for one or two new entrants. The new entrant is given a 'Buddy Passport' with the name of the buddy and a photograph so that they can recognise her/him.

Buddies meet up with their charges at playtime and lunchtime each day for the first few weeks, organise activities for them and generally see that their introduction to school life is as happy and smooth as we can make it. There is a stock of play material that we have purchased especially for the interval activities which is managed by the buddies, who check on use and retrieval each interval.

We think that this is a very sound system offering support to our new entrants and a sense of belonging to the family of Bishopmill. In our Buddies it encourages a sense of responsibility, offers them scope to manage and guide others and teaches them many life skills which will stand them in good stead as parents of the future.

This session will be followed up with 'sharing the learning' sessions throughout the year. These are sessions where parents can come in to observe the teacher teaching a variety of curricular lessons. From this, parents and teachers can work together to support learning at school and at home.

Throughout the transition process positive communication is being developed. Please let us know if children have any additional support needs so that we can then best support your child at school.

**TRANSITIONS INTO NEXT CLASS:** Towards the end of the summer term all pupils are timetabled to spend time with their new teacher and in their new classroom. During these sessions they will be shown where to line up for entry/exiting of school. They will be shown the toilets they will use and they will establish a set of classroom rules.

**TRANSITION TO S1:** P6 and P7 make several visits to Elgin Academy visiting the library, various departments and astro turf which sets the scene for transition.

From January, Bishopmill Primary will be in contact with both guidance and Support for Learning staff at Elgin Academy. The DHT will lead and manage the transition. Information will be shared verbally and in written format to help the receiving school meet the needs of the pupils. Guidance staff and former pupils visit the school to talk to the children and answer any questions they may have. Visits to the Academy are organised and the P7 pupils have two full transition days there in June. Parents are invited to attend meetings at the Academy, one in January and one in June, where information will be given. Guidance and Support for Learning staff are available and parents should use these meetings as opportunities to pass on information about their child.

Our children are regular visitors to the Academy and we benefit from regularly accessing and using their grounds for outdoor learning.

**ADDITIONAL TRANSITION SUPPORT:** Some children need enhanced transition for a variety of different reasons. These children are offered the chance to be part of a support group who undertake a variety of activities with our Home School Links Worker, community worker and Elgin Academy staff. Parents are kept informed and can discuss with their child the benefits of such support.

If there are significant additional support needs, meetings are set up at Bishopmill Primary so that there can be a formal transfer of information. Again, parents are kept fully informed and are invited to these meetings.

## GDPR / PRIVACY STATEMENT / DATA PROTECTION

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

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

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

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school 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 **BISHOPMILL 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 schools, we have a legal obligation to pass on information to their new school/education authority about their education at **BISHOPMILL PRIMARY SCHOOL**.

## **SHARING PERSONAL DATA TO SUPPORT WELLBEING**

In addition to the above **BISHOPMILL PRIMARY SCHOOL** has a legal duty to promote, support and safeguard the wellbeing of children in our care.

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

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

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

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

## **Data Protection**

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. Further information can be found at [http://www.moray.gov.uk/moray\\_standard/page\\_119859.html](http://www.moray.gov.uk/moray_standard/page_119859.html)

## CURRICULUM FOR EXCELLENCE

**Curriculum for Excellence** (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work**. *Background information materials can be found on the CfE section of Education Scotland website at: <https://education.gov.scot/scottish-education-system/policy-for-scottish-education/>*

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

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

<https://education.gov.scot/parentzone/>  
<https://education.gov.scot/parentzone/my-child/Primary%20school>  
<https://education.gov.scot/parentzone/learning-at-home/what-can-i-do-as-a-parent>

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

## Curriculum Levels

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

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

As a very general guide, children are expected to be at second level, and beginning to learn and develop at third level, as they make the transition from primary into secondary education. Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependent on individual circumstances and needs.



## Experiences and Outcomes (Es and Os)

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

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

## Key areas of Education

**Literacy** across learning

**Numeracy** across learning and

**Health and Wellbeing** across learning

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

**Outcome** - describes **what the learning will achieve**

e.g. Knowledge, understanding, skills, awareness and attitude

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

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

## The 7 Principles

All learning must take account of these principles:

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

This is to ensure children's development is useful and meaningful.

## The 8 Curriculum Areas – containing a range of subjects

- **Expressive Arts** - Art, Drama, Music and Dance
- **Health & Wellbeing** - Personal, social and emotional health. Also P.E.
- **Literacy and English** - Communicating with others. Reading, Writing and Modern Languages
- **Numeracy and Mathematics** - Number work, Problem Solving
- **Religious and Moral Education** - Religions, values and beliefs
- **Sciences** - Understanding our planet
- **Social Studies** - Scotland and the World; past, present and future
- **Technologies** - Food, Design and Computing

## More about Literacy and Numeracy

### Literacy

The skills required for communication are fundamental to the curriculum and to the needs of our society. The best teaching and learning results from the integration of the four elements of the language curriculum.

**Listening** - Children need to be taught to listen well, especially to the opinions of others, if they are to fit in socially. We help children to increase their concentration span.

**Reading** - The ability to read is one of the basic requirements of an education for life. There is a high emphasis placed on developing good reading and comprehension skills

**Writing** - The conventions of written language punctuation, spelling, and handwriting – are best taught from the children's own work so that the mistakes they make become the teaching points. It is also important for children to produce written work that is relevant, effective, functional and imaginative. This will come through theme work in the class and will be from first hand, imagined or created experiences.

**Talking** – We aim to encourage good articulation skills so that children have the ability and confidence to express appropriately their ideas, opinions and answers in any situation or company.



### Mastery Maths

Mathematics is about solving problems not just 'doing sums'. The ability to calculate quickly is essential. Children need to develop a high level of competence in addition, subtraction, multiplication and division so that they can apply these skills in real life situations.

Mathematics Mastery is the next step in our commitment to raise children's understanding, confidence and fluency in Maths, leading them, towards raised levels of success and achievement.



## The Curriculum

The Mathematics Mastery curriculum has been developed to ensure every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This ensures pupils fully understand what they are learning.

### Key features of our Maths Mastery curriculum:

- High expectations for every child
- Fewer topics, greater depth
- Number sense and place value come first
- Research -based curriculum
- Objects and pictures always before numbers and letters
- Problem solving is central
- Calculate with confidence— understand why it works

Mathematics Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening.



## What's new about the Mathematics Mastery approach?

Actually, none of the individual aspects of the Mathematics Mastery programme is 'new'. They are tried and tested successful approaches that the best teachers, departments and schools have been using for years. However, what is special about Mathematics Mastery is that it brings these approaches and techniques together in a rigorous and systematic structure.



## Tracking Pupil Progress

In Mathematics Mastery assessment is continuous. From the beginning of every lesson, teachers will be assessing what their pupils are, or are not understanding and use this to scaffold each segment of the lesson. Interventions will be both planned for and "live", meaning that misconceptions are dealt with immediately and high attaining pupils are challenged appropriately.

## **EXPRESSIVE ARTS**

- Art & Design
- Drama
- Music
- Dance

Through the expressive arts we allow children to explore, express and create aesthetically in ways that are satisfying to the individual.

We encourage children to achieve high standards by displaying work around the school and by holding public performances, which allow the children to demonstrate their skills, abilities and talents

We have visiting specialist teachers who come to Bishopmill weekly. Children benefit from specialised teaching in Music and P.E.

## **TECHNOLOGIES**

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning. These are:

- Technological development in society
- ICT to enhance learning
- Food & textiles
- Craft, design, engineering and graphics
- Computing science
- Business

## **HEALTH AND WELLBEING**

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

Our framework for Health and Wellbeing is based on 'Getting it right for every child' and each month we focus on one of the Wellbeing Indicators e.g. Safe September, Healthy October, Achieving November. Learning through health and wellbeing enables children and young people to:

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

## ASSEMBLIES

We have a fortnightly assembly for P1 -3 and P4-7 where we focus on Rights, the Wellbeing Indicators and the Global Goals. Once a month, we have an achievement assembly where we celebrate achievement in and out of school. Achievements are shared with parents on Seesaw. P1, P3, P5 and P7 will all perform an assembly to parents throughout the year. Primary 6 perform with the Scottish Opera to parents.

## RELIGIOUS AND MORAL EDUCATION

Christianity and other world religions are taught so that pupils learn about:

- Beliefs
- Values and Issues
- Practices and Traditions

Where parents exercise their legal rights to withdraw their children from RME observance, their wishes will be respected and the child will take part in different activities during this time. To make these arrangements, please forward a letter to the HT stating your reasons for this request.

## VARIED LEARNING METHODS

There are a variety of ways in which learning opportunities may be presented to children. The CfE represents a different approach to learning in schools and is intended to help learners develop skills, knowledge and understanding in more depth.

Examples of how children will learn differently are

- **Using technologies** - Find, research, communicate, create and present
- **Active Learning** - Being actively engaged in the learning task, whether mentally or physically
- **Cooperative Learning** - Encouraging thinking & talking together to discuss ideas and solve problems. Learning from each other
- **Interdisciplinary Learning** - Using links between different areas of learning to develop, reinforce and deepen understanding
- **Outdoor Learning** - Making use of the outdoor environment and surrounding community

## PUPIL EQUITY FUNDING (PEF) FROM THE SCOTTISH GOVERNMENT

Pupil Equity Funding is money that we receive to help provide the best possible opportunities for children's learning. In particular, it is there to help us support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge.



## PERSONALISATION, CHOICE AND ACHIEVEMENT

Planning of learning contexts and methods may be personalised according to an individual's learning and development priorities. Thus, there may be different expectations of learning and achievement for different children.

It is **not** only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community e.g. Progress in personal development, participation in events, extra-curricular and personal interest activities.

## SKILLS

The CfE emphasises the development of **skills** for learning, life and work. These are wide ranging and include: Higher order thinking skills – thinking about complex issues, problem solving, analysing, evaluating and creating.

Important themes are Enterprise, Global Citizenship and Sustainable Development. Pupils can also become involved in the school's 'Pupil Council' or become elected as House Captains/Vice House Captains. In addition there are 21 Councils and Committees which every pupil is a member of leading change in school, across the community and globally.

## ASSESSMENT

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action. To this end we continually assess the child's stage of development in reading, spelling, writing and maths in every class. Regular tracking of all childrens' progress takes place.

Scottish National Standardised Assessments (SNSA) testing will take place during the school year for P1, P4 + P7 pupils.

Assessment is crucial to tracking progress and planning next steps to enable quality learning to take place. Learners are greatly involved in this process so that they can take ownership of learning progression.

- Self-assessment - what has been successful and what needs improvement
- Peer assessment - help others appreciate what is good about their work and what needs developing

## REPORTING

Reporting informs parents/carers of their child's progress. This can be in the form of written reports and parent appointments. Reports will be issued 4 times per year. The first report will be sent home before the end of October, the second by the end of December, the third by the end of March and the final report by the end of May. Learning and achievements are also reported more informally at 'open afternoons', assemblies or wall displays.

Teaching staff and school management may also get in touch with parents/carers to discuss any learning, personal or behaviour matter as issues arise. Reports are currently being changed in line with the expectations of the Curriculum for Excellence. Parent/Carers will be kept up to date on developments.

## SUPPORT FOR LEARNING / ADDITIONAL NEEDS

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, are experiencing any difficulties. When a child has been identified as requiring additional support, parents will be notified and invited to come in to school to discuss the matter with the class teacher and/or the Support for Learning teacher.

A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have a learner profile and strategies and some will have an **IEP** (Individualised Educational Programme) devised for them. This will be devised by the class teacher and support for learning staff. The IEP will be shared with parents and the programme will be monitored and updated on a regular basis. Staff also work in partnership with other agencies. E.g. Speech and Language Therapy, Educational Psychology Department. Some children may have a Child's Plan in order to target support for them.

Support for Learning teachers may work with a child, or group of children, in the classroom and sometimes children are withdrawn for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer term requirement. Children requiring extra help may also be supported in the additional support needs base. Extra help can be provided for literacy, numeracy, personal, social emotional and behavioural needs.

Parents who have concerns about their child's progress should make an appointment to discuss the matter with the class teacher in the first instance. Mrs Bokor is our ASN Coordinator.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. More information can be found on Moray Council's website regarding this and the council's provision for additional support needs in Moray. There are also internet links to other potentially useful organisations via Moray Council's website. Please refer to **Appendix A** for how to access this.

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

Named Person – Elaine Andrew – Head Teacher

## EDUCATIONAL PSYCHOLOGY SERVICE

A child with learning difficulties or behaviour problems may be referred to the Educational Psychology Service, which exists to help both teachers and parents. No referral will be made to the educational psychologist without the prior consent of the parent.

If the Educational Psychologist is called to help, he/she will then be able to counsel and give advice to the school and to the home. Follow-up visits to school and home may be carried out, where necessary.

# CHILD PROTECTION

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

If you have a concern for a child contact:

**01343 554370 (during office hours),**

**03457 565 656 (Social Work - Emergency Out of Hours)**

**101 (Police Scotland)**

Alternatively, you can email [childrensaccesssteam@moray.gov.uk](mailto:childrensaccesssteam@moray.gov.uk)

Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Domestic Abuse
- Fabricated or induced illness
- Non-engaging families including disguised compliance
- Mental Health problems
- Harmful & sexualised behaviour
- Female gender mutilation – honour based
- Violence and forced marriage

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

More information can be found on Moray Child Protection webpage at [http://www.moray.gov.uk/moray\\_standard/page\\_55497.html](http://www.moray.gov.uk/moray_standard/page_55497.html)

**The Child Protection coordinator at Bishopmill is Mrs Elaine Andrew.**



## PROMOTING POSITIVE BEHAVIOUR

We are moving towards a more relational approach to promoting positive behavior. We use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and accountability. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Each day is a 'New Beginning'.

As a strategy to support children in the playground we teach the following choices:

### Wheel of Choice...

Make sure you try  
3, before you  
see me.

-  Walk away
-  Count to ten
-  Take turns
-  Ask them to stop
-  Use an 'I' message
-  Apologise



At playtimes our "Playground Patrol" uses restorative approaches to help with playground fall-outs. This approach focuses on four key questions:

1. What happened?
2. What were you thinking/feeling?
3. What needs to happen to put this right?
4. What are you going to do differently next time?

This approach allows pupils to see things from different perspectives and to find a way forward together.

## Emotional Literacy:

We use 'Emotion Works' to help children learn emotional language, develop emotional understanding and manage feelings and emotional behaviours. This programme is used throughout our school, to ensure our children are happy, settled and confident and ready to learn. Emotion Works is embedded in our Health and Wellbeing programme.

The mental health & emotional wellbeing of children is widely recognised as a crucially important aspect of learning and attainment, particularly at the present time.

To complement our work on emotional Literacy we use the strategies and toolkits provided by Zones of Regulation.

Zones of Regulation			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

## Rights respecting School Gold Award

We are proud to be a Gold 'Rights Respecting School'. This is an award given to schools by UNICEF, a leading organisation for children and their rights. It recognises the work that duty-bearers (normally teachers, staff and other adults) do to ensure that all children can access their rights as defined in the United Nations Convention on the Rights of the Child.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils.

The 'Rights Respecting School Award' (RRSA) helps our children grow into thoughtful, respectful and responsible young members of the school and wider community. By learning about their rights, our children also learn about the importance of respecting the rights of others.

The UNCRC (United Nations Convention on the Rights of the Child) runs throughout the life of Bishopmill Primary School and is referenced in all of our lessons and strategic planning. Article 42 states that, "Governments must actively work to make sure that children and adults know about the convention." To help the children learn about their rights, they are present across our school environment.



## OUR SCHOOL GROUNDS



## ILLNESS IN SCHOOL

In cases where we suspect illness, parents are contacted by telephone and arrangements made for the child to go home.

If your child has an accident at school, it may be necessary to take him/her to the doctor or hospital. In such a case, every effort will be made to contact you. Where both parents are at work, it is helpful for the school to know the employers' telephone numbers and the name of the family doctor. It is important that the school is kept informed of any change in emergency contact information and any change in medical conditions.

## SHORT TERM MEDICAL NEEDS

Some pupils will need to take medication (or be given it) at school at some time in their school life. Often this will be for a short period only. To allow pupils to do this and to minimise the time they need to be off school, medication should only be taken to school when absolutely essential: prescribed and agreed within an IPP (Form Med 3).

The administration of antibiotics in school is to be discouraged. Children requiring antibiotics should either remain at home where the illness is acute, or where attending school, dosage arrangements should be worked out so as to allow the antibiotic to be taken before and after school.

It is expected that medication be prescribed in dose frequencies which enable it to be taken outside school hours wherever possible. Parents should be encouraged to ask the prescribing doctor or dentist about this.

## NON PRESCRIPTION MEDICATION

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



## **SCHOOL HOUSE SYSTEM**

The school has a four-fold house, **Spynie, Pitgaveny, Morriston & Findrassie**. The system encourages team spirit and points are awarded throughout the year for all aspects of achievement. Elected House Captains assist in organising inter-house events.

## **ANTI-BULLYING STRATEGIES AT BISHOPMILL**

Bullying is difficult to define, but at school, we require to be aware of the potential problem of bullying amongst children and the need for clear and practical steps to answer this. It is essential that we work closely with our parents to endeavor to create a bully-free environment for our children.

We do this by promoting the school's positive care and welfare policies within class, at assemblies, through drama and during circle time. We make pupils aware that we care about bullying issues and want to eradicate them. We acknowledge that those who cause harm and those harmed both require support and counselling. We work closely with parents and outside support agencies to deliver a meaningful and consistently positive approach to discipline and behavior as outlined in our Positive Relationships policy.

We assure parents and carers that all allegations will be taken seriously and dealt with promptly. We keep parents and carers informed of our findings and action taken. A record is kept of all issues.

## SCHOOL LUNCHES

The Scottish Government has committed to giving all children in P1 to P5 the options of a free school meal. This scheme does not apply to a child in P6 or P7.

If you think your household income may mean your child is eligible for free school lunches, then refer to [Appendix A](#) to access information. See further information:-\*

Meals are cooked on the school premises and, at the start of session, six weekly meals plans are available.

The menu is displayed at the dining room door and on the Moray Council and the school websites. There is now an online payment system for school meals, you will be issued a unique password to register on the **iPay** system. Please visit [www.moray.gov.uk/schoolpayments](http://www.moray.gov.uk/schoolpayments) for further information. The current cost of a school lunch is £2.45 .

A team of auxiliaries are in attendance at lunchtime, supervising the dining hall for those having school lunches and packed lunches.



## SCHOOL UNIFORM

All children are encouraged to wear school uniform as part of the dress code policy, and we will support them by working with parents and carers to establish and implement it.

The uniform is grey – trousers/shorts/skirt/pinafore, grey sweatshirt /cardigan /jumper and royal blue or white polo shirt. Fleeces are also available to order. We do **not** encourage pupils to wear make up to primary school.

Formal uniform is a white shirt/blouse. A tie is required during the year for photographs, concerts and assemblies.

### What are the benefits of a school uniform?

- To foster a sense of belonging and pride in the school
- To promote equality among pupils
- To prevent alleged bullying behaviour arising from pupils wearing certain styles of clothing
- To create a positive image of the school and pupils in the community

School uniform orders should be made through [Dallas Designs](#). The school only holds sample sizes.

Please note that PE bags and painting overalls are available from the school office only.

**Clothing grants are available for those on benefits. Refer to *Appendix A*.**

You are asked to ensure that all shoes and items of clothing, which may be lost or mislaid, are clearly marked with your child's name. The school accumulates a large collection of lost property over the year and children have great difficulty in recognising their own belongings, especially when they look alike.



## PE kit

To ensure children are able to access their full allocation of two hours per week PE, we ask children to come to school in their indoor or outdoor PE kit depending on the time of the year. This means we reduce the amount of time taken by changing and getting organised.

- Outdoor kit consists of black joggers and house colour T-shirts and a change of trainers.
- Children wear black shorts, house colour T-shirts and gym shoes for indoor PE.

Jewellery should not be worn to school. Pupils who wear sleeper hoop earrings will be asked to remove these during PE or have them covered with sterile tape.

## MONEY, BICYCLES AND LOST PROPERTY IN SCHOOL

Children are not encouraged to bring money or articles of value to school except when necessary. A cycling proficiency scheme will be run for P6 pupils. Pupils bringing bicycles to school do so at their own risk.

Any queries regarding lost property should be directed to the school office. All items of lost property are put on display and, if still unclaimed at the end of the session, will be disposed of. Lost property is collected at the **infant entrance**.

## MOBILE PHONES

Your child may need a mobile phone coming to school or going home. During school hours these should be switched off and safely stored in their schoolbag.

## CAR PARK AREA

There are two car parks - one at the rear of the school accessed from Duff Place and one at the front of the school accessed from Morriston Road. These car parks are staff and visitor car parks. We encourage parents to park and stride away from the school to reduce traffic and make it safer for all children to walk to school.

## SEVERE WEATHER CONDITIONS

In the event of a severe storm, you are asked to come to school and take your child home. If a decision is taken to close the school, every effort will be made to contact you. The information will be posted on Moray Council website or via text message / Expressions / or through Moray Firth Radio; this cannot be guaranteed, however. If conditions are not unduly severe, school will remain open so that local children may continue to attend. Children who live out of zone may have to be returned home early. Again, every effort will be made to contact parents and your child will only be allowed to leave in the care of the bus driver or other responsible adult.

Note that the Head Teacher has total discretion to close the school when she anticipates storm conditions which would put children at risk.

## MESSAGING SYSTEM –

This system is available for the sharing of information. If there is a risk of school closure due to adverse weather conditions, parents can receive information via a recorded message. This is an extra service and does not replace existing methods such as radio broadcasts. Parents can leave non-urgent messages on the system e.g. reason for absence. Details are below:

- Dial 0870 054 9999
- You will then enter a menu system
- Enter the school's PIN number - 031120
- Press 1 to hear severe weather information
- Confirmation message "Bishopmill Primary selected
- 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

## FIRE DRILL

Staff and pupils are conversant with fire drill procedures. Practices are carried out at regular intervals.

## ABSENCE

If your child is not able to attend school, you should contact the school office, **01343 547841** or by emailing direct to [admin.bishopmillp@moray-edunet.gov.uk](mailto:admin.bishopmillp@moray-edunet.gov.uk), Groupcall/expressions / parent portal / message line **0870 054 9999 pin 031120** and advise us of the reason for the absence and the likely date of return to school. You may of course send another member of the family to school with a note giving details of the absence. You should do this at your earliest convenience and where possible before the start of the school day for pupils.

We will check the attendance register daily at the beginning of the morning and afternoon sessions.



If your child is found to be absent and we have not been advised by you of their absence, then we will contact you by telephone/text to alert you to this. We will use the contact information provided by you. If there are arrangements for your child (ren) to stay with an ex-spouse or partner, please keep the school updated with the access arrangements. We will make this a priority and will complete these checks as soon as possible, taking into consideration the availability of administration support in the school. If we cannot immediately make contact with you or a partner, then we will contact the person you have named as your family emergency contact.

**Failure to make contact with you or any of your emergency contacts will result in us alerting Police Scotland.**

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

## RELEASE OF PUPILS AT OTHER THAN SCHEDULED TIMES

An occasion, such as heating failure, may arise when it is necessary to send children home without warning. Please ensure that your child knows of a relative or neighbour who will look after him/her if you are not at home. You will be asked to provide the name of an emergency contact annually.

In cases where you may wish your child to be released from school at other than the normal closing time, please send a note or call the school with appropriate information. Your child may then be collected at reception.

Children will NOT be released to attend an appointment without adult supervision.



## FROM A LITTLE ACORN GROWS A MIGHTY OAK

ACHIEVEMENT COOPERATION OUTSTANDING BEHAVIOUR RESPECT NEW BEGINNINGS

**Moray Council, Education, Communities & Organisational Development**

Council Office, High Street, Elgin IV30 1BX

Telephone: 01343 563374 Email: [education@moray.gov.uk](mailto:education@moray.gov.uk)Website: [www.moray.gov.uk](http://www.moray.gov.uk) Hours: 8.45am - 5.00pm Monday to Friday

INFORMATION PAGES	TELEPHONE	EMAIL	WEB PAGE ADDRESS
Active Schools		Active.schools@moray.gov.uk	<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	01343 563374	education@moray.gov.uk	<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	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	School email or education@moray.gov.uk	<a href="http://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx">http://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	01343 563374	childcare.info@moray.gov.uk	<a href="http://www.scottishfamilies.gov.uk">www.scottishfamilies.gov.uk</a>
Armed Forces Families Information	01980 618244	enquiries@ceas.uk.com (Children's Education Advisory Service)	<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	01343 563374	education@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	01343 563374	education@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	01343 563374	childcare.info@moray.gov.uk	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	01343 554370 or out of hours emergency 03457 565656	childrensaccessteam@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland) In an emergency call 999	childrensaccessteam@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>

INFORMATION PAGES	TELEPHONE	EMAIL	WEB PAGE ADDRESS
Clothing Grants	01343 563456	revenues@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
Data Protection	01343 563374	education@moray.gov.uk	<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	01343 563374	education@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_52991.html">www.moray.gov.uk/moray_standard/page_52991.html</a>
Disability Discrimination	01343 563374	education@moray.gov.uk	<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	01343 563374	education@moray.gov.uk	<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)	01343 563374	education@moray.gov.uk	<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	01343 563338	EMAMoray@moray.gov.uk	<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	01343 563374	education@moray.gov.uk	<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	01343 563456	revenues@moray.gov.uk	<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	01343 563374	education@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a>
Home Education	01343 563374	education@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_53000.html">www.moray.gov.uk/moray_standard/page_53000.html</a>
Instrumental Instruction	01343 563374	education@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a>
Placing Requests	01343 563374	education@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a>
Racial Equality	01343 563374	education@moray.gov.uk	<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	01343 557086	schoolmeals@moray.gov.uk	<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	01343 563374	education@moray.gov.uk	<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)	0300 123 4565	transport@moray.gov.uk	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>

# MORAY COUNCIL: Education Department

## SCHOOL IMPROVEMENT PLAN 2024-2025



<b>SCHOOL:</b>	<b>Bishopmill Primary school</b>	<b>QIO/QIM LINK:</b>	<b>Lynne Riddoch</b>
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### Priority 1

*Summary of Priority: Priority 1*

*Learning and Teaching-To raise attainment in Numeracy and Literacy and improve pedagogy*

**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 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 type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy		<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <b>P1:</b> Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <b>P2:</b> Tackling child poverty <input type="checkbox"/> <b>P3:</b> Improving CYP mental wellbeing <input type="checkbox"/> <b>P4:</b> Strengthening family support <input type="checkbox"/> <b>P5:</b> 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 type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
Involve staff in discussing and analysing a wider range of data to support staff to evaluate more accurately the progress children are making.	Learners will make very good progress from their prior levels of attainment	August	HT Mrs Elaine Andrew	<ul style="list-style-type: none"> <li>Identified cohorts are making very good progress</li> <li>ACEL data shows improvement trend</li> <li>Professional dialogue</li> </ul>		
Develop a whole school approach to the teaching and assessment of imaginative writing using Talk for Writing approaches	Learners learning will be supported through high quality planned lessons based on an agreed approach in writing. Learners will experience a	September-December	DHT Mrs Irma Westwood	<ul style="list-style-type: none"> <li>Tracking data in literacy showing improvement over time</li> <li>Consistent standards across stages-jotter monitoring</li> <li>Observation feedback-Individual/whole school</li> </ul>		

	consistent approach to writing and make more secure progress across the curriculum.			<ul style="list-style-type: none"> <li>Agreed approaches</li> </ul>
Develop a whole school approach to the teaching and assessment of reading HOR and comprehension.	<p>Learners learning will be supported through high quality planned lessons based on an agreed approach in reading.</p> <p>Learners will experience a consistent approach to reading and make more secure progress across the curriculum</p>	November	DHT Mrs Irma Westwood	<ul style="list-style-type: none"> <li>Baseline assessment in reading January</li> <li>SNSA data shows increasing trend</li> <li>Improvements in baseline data June</li> </ul>
Use Power Up Your Pedagogy to provide a stimulus for Enquiry based learning in the classroom	Learners will benefit from improved learning and teaching strategies	May	CT	<ul style="list-style-type: none"> <li>Enquiry findings leading to improved practice</li> <li>Observation during monitoring visits</li> </ul>
Plan high quality assessments to allow children to demonstrate and apply skills in literacy and numeracy across the curriculum	Learners will be able to demonstrate their skills in numeracy and literacy in new contexts	August - December	CT	<ul style="list-style-type: none"> <li>Assessments evidence pupil progress and transfer of skills</li> </ul>
<b>Evidence to support reduced bureaucracy/workload of teachers:</b> Whole school approaches to planning and resourcing literacy and numeracy reducing workload associated with researching own solutions.				



### Priority 2

Summary of Priority: HWB- To ensure inclusion and the best possible outcome for all our learners.

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 checked="" 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 type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy		<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input 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 type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
Review positive relationships policy to ensure a consistent approach leading to positive outcomes for all learners	Learners will feel safe and respected Learners will be aware of the different ways they can communicate with adults if they are upset or worried Learners and parents will have a better understanding of how we promote anti bullying	August	DHT Mrs Beryl Bokor	<ul style="list-style-type: none"> <li>Parental Questionnaire</li> <li>Learner questionnaire</li> <li>Child Chatter feedback</li> <li>Policy updated</li> </ul>		
Improve differentiation and pace of learning to ensure all children are making very good progress from their prior knowledge in an equitable way	Learners will have activities that match their learning needs Learners will be able to demonstrate and discuss progress Learners SFL plans will influence planning in the classroom	August - December	HT Mrs Elaine Andrew	<ul style="list-style-type: none"> <li>Tracking data shows all children making very good progress from prior levels</li> <li>Learners complete 80% of Support for Learning targets in each block of learning</li> <li>Observations /class monitoring</li> <li>Learner questionnaires</li> </ul>		
Review approaches to providing high quality feedback.	Learners will have clear guidance on how to further improve	January- April	HT Mrs Elaine	<ul style="list-style-type: none"> <li>Class Observations</li> <li>Jotter monitoring</li> </ul>		

	Learners will be given time to act on feedback so we can check they understand		Andrew	<ul style="list-style-type: none"> <li>Pupil focus groups</li> </ul>
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#### Evidence to support reduced bureaucracy/workload of teachers:

Whole school approach to positive relationships will lead to a calm, supportive, inclusive school culture where children and staff feel valued, respected and connected leading to improved wellbeing and behaviour.

## MORAY COUNCIL: Education Department

### SCHOOL IMPROVEMENT PLAN



### Priority 3

*Summary of Priority: Curriculum- To ensure we place learners needs at the centre of curriculum design and development and our curriculum is shaped by our values and local community.*

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

- |   |   |
|---|---|
| <input type="checkbox"/> Learning, Teaching and Assessment              | <input checked="" type="checkbox"/> Curriculum                      |
| <input checked="" type="checkbox"/> Empowering leadership at all Levels | <input type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:		NIF Drivers:		Children’s Services Plan:		HGIOS?4 QIs:																								
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre	<input 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 type="checkbox"/> Teacher and practitioner professionalism	<input type="checkbox"/> Parent/carer involvement and engagement	<input type="checkbox"/> Curriculum and assessment	<input checked="" type="checkbox"/> School and ELC Improvement	<input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity	<input type="checkbox"/> <u>P2</u> : Tackling child poverty	<input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing	<input type="checkbox"/> <u>P4</u> : Strengthening family support	<input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3	<input type="checkbox"/> 1.4	<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input checked="" type="checkbox"/> 2.3	<input type="checkbox"/> 2.4	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6	<input checked="" type="checkbox"/> 2.7	<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Update our curriculum rationale further to reflect our local context, the 4 contexts for learning and the 7 CFE design principles.	Curriculum design will provide our learners with a relevant content rich curriculum focusing on developing knowledge and skills.	September	HT Mrs Elaine Andrew	<ul style="list-style-type: none"> <li>Curriculum rationale reflecting our school context</li> <li>Relevant experiences linking curriculum to our rationale</li> </ul>
Develop a STEAM framework	Learners will have a coherent progressive experience through STEAM Learners will develop critical thinking skills through a problem solving activities Learners will develop the meta	August	DHT Mr Kevin Stuart	<ul style="list-style-type: none"> <li>Ready to implement in session 2024/25</li> <li>Moderation to ensure a range of relevant topics and progression of knowledge and skills across stages</li> </ul>

	skills of innovation			
Introduce Meta Skills Progression framework to make skills visible and create opportunities for learners to understand and explore their meta skills development.	Learners will know what meta skills look like, sound like and feel like Learners will have a common skills language Learners will develop these skills progressively from early to third level	August	DHT Mrs Beryl Bokor	<ul style="list-style-type: none"> <li>Learners complete self-evaluation wheel</li> <li>Learners complete Meta-skills Self-reflection Workbook</li> </ul>

Evidence to support reduced bureaucracy/workload of teachers:

## MORAY COUNCIL: Education Department

### SCHOOL IMPROVEMENT PLAN



#### Priority 4

Summary of Priority: Ensuring children's Learning for Sustainability entitlements through curriculum planning

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 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 type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input 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 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 type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Create bundles 3 and 4 in our learning for Sustainability Framework –Explore values and attitudes and take part in global citizenship and international education projects.	Children will have greater participation in relevant contexts at a local, national and global level such as fair trade, learning for a better world, ethical issues, children's rights, school linking	April/May	CT	<ul style="list-style-type: none"> <li>Moderation to ensure a range of relevant topics and progression of knowledge and skills across stages</li> <li>Completion 3 year framework</li> <li>Planned IDL/Cross Curricular learning</li> </ul>	

	and links between the environment and the economy. Children will discuss controversial issues such as addressing discrimination and prejudice, peace and conflict			
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**Evidence to support reduced bureaucracy/workload of teachers:**

Agreeing what our curriculum will look like and developing 3 year rolling programmes will reduce the number of E's and O's to be covered each year and will allow more depth.

**MORAY COUNCIL: Education Department**  
**SCHOOL IMPROVEMENT PLAN**



## Maintenance Agenda *(to be populated at school discretion in discussion with link officer/QIM)*

[illegible]



### School Context and Overview

At Bishopmill Primary School our curriculum provides coherence from Primary 1 through to transfer to secondary education. Every child will have active, well planned learning experiences based upon sound pedagogical research. We aim to provide a broad, balanced experience that meets the needs of our children and which develops their skills for learning, life, and work. Children are at the heart of our school. Our aspiration is that they become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. Our school vision is encapsulated in the statement 'From a little acorn grows a mighty oak.' This is underpinned by our shared ACORN values of

- Achievement
- Cooperation
- Outstanding behaviour
- Respect
- New beginnings

These values shape our school and drive our curriculum. These values are actively discussed and used to create a safe, secure and purposeful learning environment.

#### Our Expectations

At Bishopmill Primary School, we expect and encourage good behaviour and self-regulation from all children in order to achieve an ethos which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods to build and maintain positive relationships. We achieve this through visible consistency which is reinforced through our expectations: **Safe, Respectful, Ready**. These are referred to and used regularly by all adults working in school. Our aim is to provide a calm, quiet atmosphere in the school and to encourage children to move around in a safe manner. We line up in **Legendary Lines** and do **Wonderful Walking** around school. When moving from one task to another we have **Tremendous Transitions**.

# Priority 1

Priority 1

Learning and Teaching-To raise attainment in Numeracy and Literacy and improve pedagogy

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

- ☒ Learning, Teaching and Assessment
- ☐ Empowering leadership at all Levels

- ☒ Curriculum
- ☒ Closing the poverty related attainment gap

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## Progress and Impact

Our achievement of a level data for Early, First and Second has shown an increase in the number of pupils achieving as expected in Numeracy and Literacy from 2023/24. We are performing significantly above national and Moray data for achievement of a level. Most children are attaining appropriate levels and a few have exceeded these. SNSA data over the last 3 years continues to show an increasing trend in attainment in reading, writing and numeracy at P1,P4 and P7.

As an ASG we have moderated writing as well as moderating writing across the school. This ensures consistency of approach to achievement of a level across schools and within schools.

We have refreshed our whole school approach to the teaching and assessment of writing. This ensures learners are supported through high quality planned lessons based on an agreed approach to the delivery and assessment of writing. As a result of this learners are making very good progress across the curriculum. During in service support staff and teaching staff have been trained in a new approach called 'Talk for Writing.' This will make writing more accessible and fun for our learners' and we will be implementing some of the new strategies next session to compliment the work already carried out.

Our whole school approach Wrap Around Spelling is embedded from P3-7. Children's understanding of the meaning of words as well as their application in different texts has improved. Attainment in spelling shows an improving trend.

All teaching staff have engaged in practitioner enquiry based on 'Power up your Pedagogy' which is a book about the principles and practices of well researched pedagogy. This has enabled teachers to reflect on aspects of their teaching practice to improve their day to day teaching.

## Next Steps



- Engage in moderation within school and across the ASG on planning, teaching and assessment of Literacy and Numeracy
- Involve staff in analysing a wider range of data to evaluate the progress children are making
- A whole school approach to the teaching and assessment of imaginative writing using Talk for Writing approaches
- A whole school approach to the teaching and assessment of reading
- All staff to continue to engage in Practitioner Enquiry based on the book Power Up your Pedagogy.

## Priority 2

HWB- To ensure inclusion and the best possible outcome for all our learners

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

- |   |   |
|---|---|
| <input type="checkbox"/> Learning, Teaching and Assessment              | <input checked="" type="checkbox"/> Curriculum                      |
| <input checked="" type="checkbox"/> Empowering leadership at all Levels | <input type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
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## Progress and Impact

In April 2024, a team of inspectors from Education Scotland commented on our strong approach to partnership working. We have had a very successful partnership with UHI Moray with a number of our senior pupils graduating as Mini Cooks. We also have had two successful collaborations with Elgin Academy with Growing2Gether and Reading Schools. These extend children's learning, support their wellbeing and develop their skills for learning, life and work.

Our Community Connections room has had a full programme of parental engagement activities and inputs through our Military Coffee mornings and HWB Coffee mornings held each month. These sessions are allowing school and parents to collaborate, This leads to improvements for both our military families and sharing supports available for all aspects of health and wellbeing for families.

The Parent Council continue to fund our food technologies progression providing ingredients to allow all classes from Primary 1 to 7 to take part in a short blocks developing their cooking skills. Children have all enjoyed preparing a wide range of dishes and they have even started sharing these recipes with parents and taken part in cooking them at home. The Parent Council have recently successfully secured funding from Tesco to allow this to continue next session.

We have used PEF funding to employ Mr Smith and Mrs Marnoch to provide daily numeracy supports, spelling and reading interventions for children who need extra support to stay on track. These interventions continue to raise attainment in literacy and numeracy.

## Next Steps

- Review our positive behaviour policy
- Improve differentiation and pace to ensure all children are making very good progress from their prior levels
- Review approaches to provide high quality feedback to learners

## Priority 3

*To ensure we place learners needs at the centre of curriculum design and development and our curriculum is shaped by our values and local community*

### 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 checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input checked="" type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

## Progress and Impact

We revisited our vision, values and aims this session to ensure they were aspirational and underpin and drive our curriculum. This was highlighted as a strength in our recent visit from Education Scotland. Our vision, values and aims are embedded and understood by children, staff and the wider school community. As a result, all children and staff demonstrate the values in their interactions with each other.

All children are now part of a committee exercising positive activism. Children now have greater participation and responsibility in making decisions to improve the Life and Ethos of the school and in the community. Pupil voice through these committees and Child Chatter help learners to understand how to make positive changes which impact on themselves and others. Through the work of our committees we hope to maintain our Gold Right's Respecting Schools Award and achieve our Green Flag Award.

We are continuing our development of Learning for Sustainability. Learning for Sustainability is concerned with knowing and understanding our world and equipping children with values, knowledge, attributes, capabilities, and skills to enable them to contribute effectively to the common good. It is about who we are and the type of communities and world we want to live in. This year children explored culture and heritage (local to global). They also explored social and cultural diversity, identity and heritage, links between environment and economy and community partnerships through their class topics and their work within Councils and Committees.

## Next Steps

- Develop a framework for STEAM (Science, Technology, Engineering, Art and Mathematics)
- Introduce Meta Skills
- Create bundles 3 and 4 in our Learning for Sustainability Framework-Explore values and attitude and take part in global citizenship and international education
- Develop and share our Bishopmill Badge to include Skills for learning, life and work
- Develop further partnerships with UHI Moray -science, horticulture and sport

It is hoped that you have found the information in this booklet to be of value.

We would be pleased if you have concluded that the school is well-organised and has a caring staff - that is how we like to think of ourselves.

Remember, if any point has not been made totally clear, or if you wish to talk to the Head Teacher, please do not hesitate to contact us.



More information can be found on our website at  
<https://sites.google.com/my.glow.scot/bishopmillprimaryschool?usp=sharing>

Or twitter  
<https://x.com/Bishopmillps>



**FROM A LITTLE ACORN GROWS A MIGHTY OAK**

**ACHIEVEMENT COOPERATION OUTSTANDING BEHAVIOUR RESPECT NEW BEGINNINGS**