

learning to live
living to learn

KEITH PRIMARY SCHOOL



SCHOOL HANDBOOK



**The Moray Council
Educational Services**



Inspire

• Include

• Improve

KEITH PRIMARY SCHOOL

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Email: admin.keithp@moray-edunet.gov.uk
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15th December 2009

Dear Parents/Guardians

I have pleasure in offering you the school handbook for Keith Primary School and hope that you find it informative. It is designed to inform parents about Keith Primary School and some aspects of its organisation.

The information contained within this handbook is correct at the time of publication, and is updated annually. Parents will be notified of any changes to staffing, school meals prices, etc via the monthly newsletter.

The Moray Council has produced a "Notes for Parents and Carers" booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Educational Services, or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_47236.html. This booklet is also available in other languages.

If you have any queries please do not hesitate to contact the school.

Yours faithfully

Frances Irvine
Head Teacher

This handbook has been prepared by the Head Teacher, and follows guidelines set out by The Moray Council.

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INTRODUCTION

Keith Primary School, which serves the town of Keith and its immediate rural areas, is situated near Keith Grammar School and includes four separate buildings. Nursery, Primary 1 and Primary 2 classes are based in the Junior Primary building in Church Road; the SEN Unit and Primary 3, 4 and 7 classes are incorporated within the Senior Primary building and Primary 5 and Primary 6 classes are situated in the Cabin and Medway buildings. In addition to class teachers, there are Additional Support Needs teachers and Visiting Specialist teachers associated with Keith Primary School. The school benefits from having a Library, a computer room and two halls suitable for PE, Music, assemblies etc.

The school roll currently stands at 396 pupils

SCHOOL VISION STATEMENT

Keith Primary School aims to provide a happy, healthy, safe, supportive and stimulating environment, promoting achievement for all and celebrating success.

SCHOOL AIMS

At Keith Primary School we aim to:

- ◆ provide a broad balanced curriculum for all pupils.
- ◆ set and attain manageable targets for both staff and pupils, allowing them to achieve their full potential.
- ◆ provide a happy, healthy, safe and stimulating environment for all staff and pupils, working in partnership with parents and the wider community.
- ◆ manage the school effectively and efficiently through good budgeting and through meaningful planning and appropriate resources.

SCHOOL STAFF

Head Teacher	Mrs Frances Irvine
Depute Head Teachers	Mrs Lorna Coutts Mrs Suzanne Ross
Principal Teachers	Ms Emily Ross [PT SfL] Mrs Sandra Clark Mrs Elizabeth Raymond Ms Yvonne Stuart
Teachers	Mrs Lorna Allison Miss Irene Cruickshank Mrs Valerie Hay Mrs Wilma McGettrick Miss Lynne Morrice Mrs Emma Murdoch Mrs Judith Reid Mrs Muriel Smith Mrs Moyra Stuart Mrs Audrey Tocher Vacancy
Additional Support for Learning Teachers	Mrs Anne Ollason Mrs Moira Cooper Mrs Margaret Thomson
Visiting Specialist Teachers	Mrs Avril Clark [Art] Mrs Joyce Dawson [Music] Mrs Elaine Henderson [PE] Mrs Marcia Virdi [Tennis]
Home/School Link Worker	Mrs Jean Murdoch
Nursery Nurses	Mrs Rhona Henderson Miss Fiona Russell
Classroom Assistants/Educational Auxiliaries	Mrs Beattie Adam Mrs Caroline Blake Mrs Kathleen Cowie Mrs Davina Falconer Mrs Susan Garrow Mrs Susan Lewarne Mrs Laura Milne Ms Nicola Paton Mrs Janet Phillips Mrs Hilary Reid Mrs Carol Sheard Mrs Lorna Stephen Ms Yvonne Thomson Mrs Anne Warrender

Classroom Assistants/Educational Auxiliaries [cont]

Mrs Ada Willox

Children's Supervisors

Mrs Hilary Reid
Mrs Lorna Stephen

Primary School Administrators

Mrs Margaret Gray
Mrs Alison Green

Janitor

Mr Denis Reid

Music Instructors

Mr John Mustard [Cello]
Mrs Joyce Dawson [Recorder]
Mrs Jane Alexander [Violin]
Mr Phil Fryer [Woodwind]

School Chaplains

Rev Dr Kay Gauld
Rev Ranald Gauld
Mr Ian Cunningham

Cleaning Staff

Mrs Ann Mitchell
Mrs Jacqueline Gauld
Mrs Maureen Forbes
Mrs Marie Whyte

Canteen Supervisor

Mrs Jill Mackenzie

Canteen Tickets

Mrs Margaret Gethin

Lollipop Ladies

Ms June Mair
Mrs Kathleen Milne

(Hours of Duty: 8.25 - 9.05 am, 12.00 - 1.25 pm, 2.30 - 3.20 pm)

SCHOOL INFORMATION LINE

There is a very useful phone line which parents or staff can dial to hear up-to-the-minute news about school closures.

Parents should dial

0870 054 9999

then enter the school's pin number

031290

to hear recorded messages.

SCHOOL OPENING & CLOSING TIMES

The school day is as follows:

Start	8.50 am
Interval	10.25 - 10.45 am
Lunch for P1 - P3	12.10 - 1.10 pm
Lunch for P4 - P7	12.25 - 1.15 pm
Home for P1 - P3	2.40 pm
Home for P4 - P7	3.00 pm

Nursery hours are as follows:

Morning session (Red Group)	8.55 - 11.25 am
Afternoon session (Blue Group)	12.20 - 2.50 pm



Lollipop Ladies

(Hours of Duty: 8.25 - 9.05 am, 12.00 - 1.25 pm, 2.30 - 3.20 pm)

Keith Sports and Community Centre run a Breakfast Club [7.30 – 9.00 am] and an After Schools Club [2.30 – 6.00 pm] Monday to Friday.

SCHOOL TERM DATES

S **SESSION 2009 - 2010**

- Thursday 7th January 2010 - Spring Term begins
- Friday 12th February 2010 - Mid Term Holiday
- Monday 15th February 2010 - Mid Term Holiday
- Friday 26th March 2010 - End of Term

Easter Holiday

Monday 29th March – Friday 9th April 2010

- Monday 12th April 2010 - Summer Term begins
- Monday 3rd May 2010 - May Day Holiday
- Thursday 20th May 2010 - In-Service Day *[school closed to pupils]*
- Friday 21st May 2010 - In-Service Day *[school closed to pupils]*
- Monday 7th June 2010 - Holiday
- Friday 2nd July 2010 - End of Term

Summer Holiday

Monday 5th July – Friday 13th August 2010

S **SESSION 2010 - 2011**

- Monday 16th August 2010 - In-Service Day *[school closed to pupils]*
- Tuesday 17th August 2010 - Autumn Term begins
- Friday 8th October 2010 - End of Term

October Holiday

Monday 11th October – Friday 22nd October 2010

- Monday 25th October 2010 - Winter Term begins
- Friday 12th November 2010 - In-Service Day *[school closed to pupils]*
- Monday 15th November 2010 - In-Service Day *[school closed to pupils]*
- Tuesday 16th November 2010 - In-Service Day *[school closed to pupils]*
- Wed 22nd December 2010 - End of Term

Christmas Holiday

Wednesday 23rd December 2010 – Wednesday 5th January 2011

- Thursday 6th January 2011 - Spring Term begins
- Friday 11th February 2011 - Mid Term Holiday
- Monday 14th February 2011 - Mid Term Holiday
- Friday 1st April 2011 - End of Term

Easter Holiday

Monday 4th April – Friday 15th April 2011

- Monday 18th April 2011 - Summer Term begins
- Friday 22nd April 2011 - Good Friday Holiday
- Monday 2nd May 2011 - May Day Holiday
- Thursday 19th May 2011 - In-Service Day *[school closed to pupils]*
- Friday 20th May 2011 - In-Service Day *[school closed to pupils]*
- Friday 1st July 2011 - End of Term

Plus 1 occasional day holiday to be agreed by 30 March 2010

Summer Holiday

Monday 4th July – Friday 12th August 2011

School term dates are available on the internet www.moray.gov.uk and the "Notes for Parents and Carers" booklet.

CONTACTING THE SCHOOL

If you have any queries please do not hesitate to contact the school. Contact details are given on the welcome letter at the front of this booklet. Non important messages can be left on the school's information line.

The office is usually manned from 8.30 am to 4.00 pm

The school has two telephone lines, unfortunately if a member of staff is dealing with a call on the first line it may seem as though your call is not being answered. Your call will be answered but you may have to wait until the call on the first line is finished.

Administrative staff may also be elsewhere in the school when you call, if you call in person and find the office unmanned please ring the bell at reception for attention.

THE MORAY COUNCIL EDUCATIONAL SERVICES

DIRECTOR OF EDUCATIONAL SERVICES: MR DONALD DUNCAN

The Moray Council
Educational Services
High Street
ELGIN
Moray
IV30 1BX

Tel: 01343 563397
www.moray.gov.uk



EDUCATIONAL SERVICES MISSION AND AIMS

Our Mission: "LEARNING TO LIVE, LIVING TO LEARN"

Our Aims:

◆ Inspire

- ◆ Motivate all to have high expectations and a desire for excellence
- ◆ Encourage an enthusiasm for active, healthy lifestyles
- ◆ Build the confidence of individuals to become responsible citizens

◆ Include

- ◆ Enable access to quality learning experiences for all, in safe and supported environments
- ◆ Involve the people of Moray in shaping the future

◆ Improve

- ◆ Develop enhanced life chances for the people of Moray
- ◆ Work with others to develop high quality services
- ◆ Commit to on-going improvement

ENROLMENT AND INDUCTION

The 1981 Education Act gives parents certain rights in choosing a school at which they wish their child to be educated. Further information may be obtained from 'Choosing a School – A Guide for Parents' published by the Scottish Executive.

The date for enrolment of first infants is advertised in the press in early January. Children may start school if they are five years of age before the end of February following their enrolment. However current educational research shows that pupils who are young for their age group, especially boys, do less well academically than those who started school when they were five or almost five. As a result parents of children whose birthdays fall in December, January or February may wish to have their children wait until the following year, thus commencing school when they are five years old.

Pupils who enrol to begin school in August will be invited to visit the school during the preceding term, when they can meet the class teachers and be shown around. Parents will also be invited into school for discussion of the curriculum and other aspects of school life. New school entrants will be phased in over the first two weeks, after which they will be in school for a full day.

When starting the school it is helpful if children can do the following:

- ♦ dress and undress without assistance
- ♦ put on shoes correctly
- ♦ cope with zips, buttons and buckles
- ♦ recognise their own possessions
- ♦ go unaccompanied to the toilet
- ♦ wash and dry hands properly
- ♦ use a knife and fork
- ♦ be able to tidy up toys etc.

The following are some suggestions for preparing children for school:

- ♦ encourage independence
- ♦ encourage listening and carrying out instructions
- ♦ encourage socialising and sharing with other children
- ♦ read aloud to your child; sing nursery rhymes together
- ♦ join the local library
- ♦ encourage talking about what the child has seen or done
- ♦ give practice in using safety scissors, crayons, pencils and paint
- ♦ encourage children to play with sand, water, jigsaws and construction toys

THE SCHOOL CURRICULUM

There are eight main curricular areas: English language; Mathematics; Health and Well Being; Environmental Studies; Religious & Moral Education; the Expressive Arts; Personal & Social Education; and French or German. The school aims to provide a curriculum of appropriate breadth and balance, with planning carefully done to ensure that all subject areas are covered as laid down in the 5-14 National Guidelines and a Curriculum for Excellence. No language programme would be complete in North-East Scotland without looking at work in Scots. Pupils are given opportunities to hear, read, speak and write in the Doric which is, after all, part of their heritage.

Pupils are encouraged to enter various poetry competitions such as the Burns Federation Competition in Aberdeen, the Keith Festival and the Moray Music Festival.

ENGLISH LANGUAGE

Reading, writing, talking and listening are all taught, equally as each one is important to a child's educational development.

READING is taught in the infant stages using the phonic approach through 'Jolly Phonics', which is introduced in Keith Nursery School. From that, pupils progress to the New Ginn 360 reading scheme, which is extended, as pupils progress, with a range of novels and non-fiction material. Use is also made of newspapers, encyclopaedias and material on the internet. All pupils in the school are encouraged to read for pleasure. There are small libraries in each class as well as the main school library which has recently been electronically catalogued. Children are encouraged to borrow books, read for information, read aloud and recite poetry. At the same time they are taught about different styles of writing and about language itself. The school holds a Scholastic book fair annually which encourages pupils to enjoy buying books by various authors.

WRITING Members of staff place great emphasis on neat, tidy, legible handwriting. Through structured lessons, developed in line with North Lanarkshire Writing, staff provide the children with opportunities and stimuli to practise their various writing skills. In **functional writing** children are taught to write letters, reports of science experiments, directions, newspaper reports, accounts of visits etc. In **personal writing** pupils write letters to friends, write their personal responses to books they have read, theatres they have visited, music, poetry or drama they have heard etc. Such writing might be in prose or verse form. With **imaginative writing**, pupils are asked to use their imagination to write a narrative story, or a script for a play, or a poem etc. In all aspects of writing, pupils' attention is drawn to correct spelling, punctuation and grammar. All pupils are taught word-processing. This is a very useful tool in a technological age and so much easier for drafting and redrafting writing. The school is equipped with PCs in each classroom and a computing suite.

LISTENING is a very important skill which is developed through listening to the teacher, to radio and television broadcasts, to other pupils, to stories and poems and to talks from visitors to the school. All classrooms are equipped with a listening centre.

TALKING is an equally important aspect of communication. Indeed the Scots as a nation have been criticised in the past for being very reluctant to speak in public. Thus pupils are given a great deal of practise in this vital area. Use of the tape recorder enables pupils to hear themselves and try to improve on their technique. No language teaching would be complete in North East Scotland without looking a works in Scots. Pupils get opportunities to hear, read, speak and write in this dialect which is, after all, part of their heritage. Pupils are encouraged to enter various poetry recitation competitions, including the Keith Festival and the Moray Music Festival.

MATHEMATICS

The learning and teaching of mathematics should be fun; mathematical activities stem initially from the child's experience and environment. Material for the study of maths is to be found all around, e.g. building blocks, role play activities, setting the dinner table, sorting plates, crockery etc. The use of these materials, along with structured educational apparatus such as unifix cubes, tens and units materials, calculators and computers will give children more meaningful experiences in mathematics. From a variety of practical experiences children will more easily acquire mathematical concepts or ideas and gain a better understanding of what is involved in counting.

In order to meet the demands of the 5-14 curriculum the school uses The Educational Network maths (TEN) and the Heinemann Maths scheme, augmented by teacher produced worksheets and other materials. Aspects of the maths curriculum covered throughout the school are:

- ♦ problem solving
- ♦ information handling
- ♦ number, money and measurement work, and
- ♦ shape, position and movement

Pupils are also encouraged to practise their mental skills and to use ICT for maths work.

It is hoped that, through using a variety of resources, pupils will be able to get the practice they need, gaining confidence to tackle any mathematical challenge,

ENVIRONMENTAL STUDIES

Environmental Studies is a general term for the study of People in the Past, People in Society, People and Place, Science and Technology and Citizenship.

The Environmental Studies programme aims to enable pupils to:

- ♦ Develop knowledge and understanding of the world in which they live
- ♦ Develop a wide range of skills in order to investigate, plan and organise effectively
- ♦ Develop informed attitudes and values relating to the care and conservation of their environment and to cultures other than their own.

This is achieved in a variety of ways – through explanation, enquiry, activity and discussion. Children also learn about their environment in a variety of settings within and beyond the classroom (i.e. on class outings, investigations). This framework for learning enables pupils to become active, independent learners. It also provides a context for and brings relevance to learning in Mathematics, English Language, Expressive Arts, Religious & Moral Education and Health. The skills and understanding acquired in these curricular areas can be applied within environmental studies, enabling pupils to study and better understand the world in which they live.

Enterprise in education is integrated into the environmental studies programme, with each year group participating in an enterprise activity.

HEALTH EDUCATION

Health education embraces teaching of physical, social and emotional health. Such aspects of health are clearly linked to the environment in which the children live. Lifestyle factors play a large part in influencing the health of the individual. For example, healthy eating, exercise, sexual relationships, and the use of alcohol, tobacco and drugs all influence health. The school recognises the importance of these influences, and aims through its health education programme to give pupils the knowledge to make healthy lifestyle decisions.

RELIGIOUS & MORAL EDUCATION

Through religious and moral education pupils are given opportunities to learn about Christianity and other world religions. In particular, Primary 4 pupils study Hinduism, Primary 5 study Judaism, Primary 6 study Buddhism and Primary 7 study Islam. They examine commonly held moral values such as honesty, liberty, fairness and a concern for others. Bible stories are studied, as are rites of passage such as baptism and marriage. Through this study pupils are encouraged to develop their own beliefs, attitudes and moral values.

Religious Observance

The school observes the major Christian festivals, e.g. Easter and Christmas and holds weekly assemblies through which the children are made aware of Christian and other beliefs. School Chaplains make regular visits to the school, and often conduct assemblies and end of term services.

Parents are free to withdraw their children from religious education should they so desire and are made aware of this when enrolling their children at the school.

PERSONAL AND SOCIAL EDUCATION

Personal and social education is a fundamental aspect of the whole child, being essentially concerned with life skills. Pupils are given opportunities to develop awareness of self and others, of their responsibilities, relationships, independence and inter-dependence. Included in this, as in the Health Education programme, are programmes on drug/alcohol/tobacco/sexual awareness and bullying.

Bullying

"Bullying can take many forms. Sometimes it involves physical assault such as hitting or kicking. Sometimes it is less visible, but no less distressing and it can take the form of name-calling, 'sending to Coventry' or taunting." (School Action Against Bullying, SCRE)

Keith Primary School aims to provide a positive and enjoyable learning experience within a safe and secure environment. There is an emphasis on promoting positive behaviour and developing children's self-esteem.

In the classroom, pupils are given the opportunity to discuss, question, query and reflect in order to develop their inter-personal skills. Positive attitudes towards others are closely monitored through teacher observation.

Children are encouraged, within this safe and secure environment, to be able to talk to any member of staff, about concerns or worries they may have, confident in the knowledge that the matter will be taken seriously and dealt with promptly. If they so wish, they may write a message in the 'problem box'. Support staff (e.g. auxiliaries,

janitor) also have active roles in promoting the ethos of the school by exercising fair and informed judgements when supervising pupils and dealing with their concerns.

Equality, Multicultural and Anti-Racist Education

The school commits itself to equality for all, and to a policy of multicultural and anti-discriminatory education.

THE EXPRESSIVE ARTS

The Expressive Arts is the study of Music, Drama, Physical Education and Art. These lessons are taught generally by the class teacher but assisted by the visiting specialist when available.

MUSIC - Activities range from listening and responding to broadcasts, singing, playing musical instruments, composing and listening to a wide range of music. Children have access to these activities from both specialist and class teachers. Children in P5 have the opportunity of learning to play the recorder.

(The school is able to sell recorders to the pupils at reduced cost.) Pupils also have the opportunity to be members of the two school choirs or the school music group. The school always enters the Keith Music Festival, Moray Music Festival, and the Burns Federation competition in Aberdeen, doing well in all events. Pupils are very much involved in presenting their work through school concerts or through entertaining in the local community.

At present it is also possible to provide a number of children with instrumental tuition such as violin, cello and woodwind.

ART AND DESIGN - this provides pupils with opportunities to acquire confidence and skill in using a range of materials, techniques and processes in order to explore and express the world. Pupils learn about line, shape, colour, texture, pattern and the works of famous artists. They observe then record through drawing and painting, modelling and photography. The specialist teacher of art & design is in school every Tuesday.

PHYSICAL EDUCATION – through this area of the curriculum, staff aim to provide a variety of opportunities for the development of physical skills, social skills and fitness, with the view to provide life long positive attitudes to physical fitness. With the assistance of the visiting specialist, gymnastics, games, dance and athletics are taught. All pupils from P4 - P7 receive tennis lessons and swimming tuition. Pupils participate in the school cross-country event, some taking part in the Moray event. Every June pupils participate in the school sports. They also participate throughout the year in cricket and hockey festivals and football tournaments.

DRAMA – Drama is an important aspect of the curriculum as through it, pupils can develop confidence and self-esteem. It enables pupils to come to an awareness of the feelings and thoughts of themselves or others and to reach an understanding of new experiences. The school does not have a drama specialist, so teachers find radio broadcasts very useful in this area of the curriculum.

ICT

ICT is taught throughout the school, with computers in each classroom. In the senior primary building there is a computer suite, which is time-tabled for every class. The internet is accessible for all staff and pupils whose parents have given permission; Moray School networks are provided for pupils to do school-related work, including research and communication with others. For Internet access, parental permission is required.

FOREIGN LANGUAGE

Pupils of primaries 6 and 7 are taught either French or German. Topics for talking, listening, reading and writing include introductions, birthdays, days of the week, counting, the weather, pets, colours and other descriptive language. There is very much an activity-based approach to this subject with pupils playing action games or board games to reinforce the language.

ENTERPRISE and **CITIZENSHIP** permeate the whole curriculum.

CURRICULUM FOR EXCELLENCE

Bringing **learning to life** and **life to learning**

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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

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

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

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

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.

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

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There will be a new

emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

HOMEWORK

Homework is viewed as a natural extension of schoolwork. It reinforces what has been taught in the classroom, encourages good home study skills and enhances the partnership between parents and teachers.

Reading homework is set throughout the school. Initially the children will be asked to reinforce the 'Jolly Phonics' that they have been learning in class. They will then progress through the reading scheme, extension materials and novels. The aim is to encourage children to become fluent, independent readers who gain enjoyment from reading.

Pupils will also have spelling and mathematics homework. From time to time they will be asked to carry out research on various topics. Parents are asked to sign that they have seen the homework and to sign the reading record book. There is the opportunity in this book to make comments or pass on information.

If a child should appear to have more homework than usual, it is more than likely that this is work that has not been completed during the school day. Should this happen, please encourage your child to apply himself / herself to the task.

Parents are requested to take an interest in their child's homework, particularly with regard to hearing reading. It is a good idea to set aside a particular time in the evening when there are few distractions and when the child can acquire a habit of studying on his/her own.

At the beginning of session parents will be given guidelines from the class teacher in order that they may help their children at home.

ASSESSMENT AND REPORTING

'Assessment is essential to effective teaching. Good teachers constantly assess learning, sometimes explicitly, sometimes in the bustle of a busy classroom. They recognise the need to tune into learners' minds, to work out what and how they are thinking and to use this to stimulate progress'(Learning Unlimited 2003)

Assessment is carried out: to support learning, for review, transfer and certification, and for informing school improvement and public accountability. Assessment is either summative (e.g. national tests, class tests) or formative. The school is currently developing formative assessment strategies which researchers say lead to improvements in motivation and self-esteem.

Each session the school endeavours to run two Parents' Evenings, one in November and one in March, when each child's parents will be offered a confidential appointment to discuss the child's progress in school. In June a detailed end of session report is sent home. For those who wish to discuss further the content of this report, an appointment can be made with the class teacher. Examples of the children's work are also on view during these evenings. (i.e. jotters, folders, wall displays etc.)

National Assessments are carried out throughout the primary school and years one and two in secondary. The decision as to when a child will be tested lies with the class teacher. **Targets** are set yearly, and action taken to support children who are not meeting their targets.

A pupil is tested when the teacher feels the child is performing consistently at a particular level. Meantime these tests are conducted in Language and Mathematics. Children may progress from level A in the early primary to level F in secondary school.

For those children tested, results will be intimated to parents as part of the end of session report.

In addition, the school uses PIPS testing (Performance Indicators in the Primary School) to gauge the value added that is being made by the school.

ADDITIONAL SUPPORT FOR LEARNING

The Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.

Procedures such as talking to Head Teachers or Guidance Staff (in Secondary schools) can help sort out the great majority of situations.

THE ADDITIONAL SUPPORT FOR LEARNING (ASFL) ACT 2004

Please refer to Section 10 of your Notes for Parents and Carers 2010 booklet for information.

For further information and advice you can contact:

The Moray Council
Educational Services
High Street
ELGIN
Moray
IV30 1BX

Tel: 01343 563397
Email: EducationalServices@moray.gov.uk

ATTENDANCE

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian or truancy). Please see section 9 in the "Notes for Parents and Carers" booklet.

If a child is going to be absent you must notify the school on a daily basis. This can be done by telephoning the school direct on **882802** or by leaving a message on the school's information line. Parents should dial **0870 054 9999**, then enter the school's pin number **031290**, you will hear a number of options – please select **2** to leave a message. If a message has not been left at the office, or with your child's class teacher, you will receive a phone call during the morning (afternoon for Nursery Blue group) to find out why your child is not in school. These procedures are in place in accordance with Moray Council Educational Services policies to ensure the safety of your child/children.

Any pupil who has to leave school during lessons to attend the doctor, dentist, music or dancing exams, for example, should bring to school a letter of explanation for a pre-arranged absence and should be collected and returned by an adult.

School holidays are generous – children have six weeks off in the summer, two weeks in October, at Christmas and at Easter, as well as some local holidays and in-service training days for staff. A list of holiday dates is included in this prospectus. The school would appreciate parents not keeping their children off for holidays outwith these dates. Should this be unavoidable, the school wishes to advise that parents should request the absence in advance by writing to the Head Teacher. Except in exceptional circumstances, holidays taken in term time will be unauthorised.

Any pupil arriving late at school should either be accompanied by an adult who will explain the lateness, or bring a letter of explanation. Again, lateness is recorded.

There is a system for referring suspected truants to a Truancy Sub-Committee. Fortunately Keith Primary has very rarely had to make use of this procedure.

SCHOOL MEALS

Keith Primary School pupils lunch in the large modern dining rooms they share with Keith Grammar School on the school campus. School meals are administered by the Direct Services Organisation. Pupils are encouraged to buy a book of tickets. These tickets are taken home, and parents are asked to give their child a ticket per day. Please ensure that your child is responsible in this area as it involves a considerable amount of paperwork should children forget their tickets. It is a good idea if pupils, particularly those in younger classes, have a small purse or wallet in which to carry their lunch ticket, money etc. If a purse is not possible, then money brought in an envelope with the child's name and purpose for the money clearly displayed is more than adequate.

FREE SCHOOL MEALS

Free school meals are provided to children whose parent(s) receive the following benefits:

- Income Support (or pupils who receive Income Support themselves,
- Income Based Jobseekers Allowance,
- Child Tax Credit, who **DO NOT** receive Working Tax Credit and who have an annual income (as assessed by the Inland Revenue) of below £16,040
- Support under Part VI of the Immigration and Asylum Act 1999.

Application forms are available from the school office.

No distinction is made in the dining arrangements between pupils paying for lunches and those in receipt of free meals. All pupils are issued with the same style of ticket. It is also important that the child's name be written in ink on all tickets.

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision.

Some parents prefer to provide their children with **packed lunches**. Children who take packed lunches bring all their drinks, utensils etc with them. These pupils lunch in the dining room alongside their classmates.

As an alternative to having lunch at the Canteen or bringing a packed lunch, some children who live locally go home for lunch. No other children are allowed out of school grounds at lunchtime. Pupils are not allowed to go into the town to buy lunch.

SCHOOL TRANSPORT

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

Free transport may be provided in a variety of ways: by the provision of season tickets, or by the direct provision of contract transport by the Education Authority. Where season tickets are lost, there may be a charge incurred for issuing new tickets.

In particular cases of difficulty e.g. where medical problems exist or where problems of safety arise, an approach should be made to the Transport Unit at The Moray Council, Academy Street, Elgin.



Privilege transport may be granted to children if there is spare capacity on contract vehicles travelling on their route.

Most Keith Primary pupils who are transported to school by bus are set down and picked up in Keith Primary School playground or on School Road. A few children are set down and picked up at Keith Grammar School.

BEHAVIOUR ON SCHOOL TRANSPORT

Good behaviour on school transport is very important and there are some basis rules that must be observed:

- ♦ pupils should be fairly quiet, avoiding shouting which might distract the driver
- ♦ pupils should not obstruct the aisles of a bus
- ♦ pupils should remain seated at all times
- ♦ seat belts should be worn
- ♦ one pupil to a seat – no sharing
- ♦ pupils should refrain from drinking or eating on a bus
- ♦ there is a no smoking policy in operation
- ♦ where it is necessary for a child to cross the road, the driver will be responsible for ensuring safety

EQUIPMENT

Children require a stout bag, pencil case with pencils, rubber, ruler, coloured pencils/felt tip pens, and a sharpener. It is important that pupils write with a sharp pencil, as it makes an enormous difference to the neatness of their handwriting. Older children will require a blue or black biro pen.



UNIFORM

Whether a child wears a school uniform or not is ultimately a decision for parents to make but at Keith Primary, the wearing of uniform is strongly encouraged. It is particularly pleasant to see the children in school colours when they are representing the school, and many pupils themselves take pride in their uniform. Besides having practical merits, school uniform can help in creating a school identity which pupils, parents, staff and the wider community can relate to and take pride in. In uniform or not, however, the school does hold the desire that all pupils should attend school in a clean, tidy and respectable manner.

Suggested Uniform

Shirt or blouse	- grey, blue or white
Trousers or skirt	- grey or navy blue
Jogging trousers	- navy blue
Sweatshirt	- navy with embroidered badge
Cardigan or pullover	- navy with embroidered badge or grey
Polo Shirt	- white with embroidered badge.
Fleece	- navy, royal, grey, red or green with KPS embroidered

The sweatshirts, cardigans, and polo shirts can be ordered through the school. The PTA organises the sale of these items and order forms are sent out on a regular basis. It is sometimes possible to buy these items outwith these times as a small stock is kept in school apart from the fleece which must be ordered at the appropriate times, as it is not possible to keep a stock.

It is very important that all clothing is clearly named.

Each pupil should bring a gym-kit when required, consisting of shorts, T-shirt and trainers or gym shoes.

We also request that pupils should bring a pair of gym shoes, trainers, slippers or soft-soled shoes for wearing in the classrooms as a change from outdoor shoes.

CLOTHING GRANTS

Clothing grants are available to children whose parent(s) receive the following benefits:

- Income Support (or pupils who receive Income Support themselves,
- Income Based Jobseekers Allowance,
- Child Tax Credit, who **DO NOT** receive Working Tax Credit and who have an annual income (as assessed by the Inland Revenue) of below £16,040,
- Support under Part VI of the Immigration and Asylum Act 1999.

Application forms are available from the school office, or from the Payments Section of the Council's Finance and ICT Services (Tel: 01343 563144).

DRESS AND SAFETY

While the wearing of jewellery is a matter of individual taste, the school would be failing in its duty by not reminding parents that there can be dangers associated with this. Earrings particularly can be hazardous; a simple and discreet stud is preferable to types which hang from the ear. Children will be asked to remove ear-rings during PE lessons; similarly no body rings of any kind may be worn. Even chains, necklaces and rings can cause dangers, especially when the children are playing or taking part in PE etc and they will be asked to remove such items, including watches.

INSURANCE

No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility.

MONEY AND VALUABLES

Pupils should never bring money to school unnecessarily. Incidences of theft are rare at this school and it reflects well upon the pupils that this is so. Nevertheless things can be lost or damaged by accident or neglect. The best policy, therefore, is to leave items of value at home.

Teachers will generally accept watches etc from pupils prior to PE, but the child should endeavour to be mindful of his/her own responsibilities in such matters.

Children who bring money to school should bring it in a named envelope or purse.

HEALTH CARE

During their first year at school, all pupils will be examined by the school nurse, and a proportion of the pupils will also receive a medical examination by the school doctor, Dr. Helen Green. Parents are informed of these and given the opportunity to be present. Once per year the audiologist visits the school to check the children's hearing.

The school dentist visits regularly to check the children's teeth – parents are informed if any treatment is required. This treatment may be carried out either by the school dentist or by the family dentist whichever parents prefer. The speech therapist and educational psychologist also visit on a regular basis, as do the occupational therapist and the physiotherapist.

Occasionally head lice can be a problem in schools and, as always, prevention is better than cure. Parents should check family heads using a fine tooth comb on wet hair. Should anything untoward be found, parents should buy the appropriate lotion from the chemist and apply to all heads in the family. The school should be informed by letter or telephone, such information always being treated in a confidential manner.

The school should always be informed about any child's particular health problems. Pupils who are asthmatic are encouraged to take their inhalers to school.

MEDICINES IN SCHOOL

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

Administration of Medicines - Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils. Generally however in Moray schools, there will be staff who, with appropriate training, will be able to administer essential medication.

Depending on their maturity, it may be appropriate for older children to carry their own medication and be responsible for its use. It is essential, nevertheless, that parents ensure the school is informed of this.

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

FIRST AID

There are well-stocked first aid cupboards in the school. Minor accidents such as cuts and bruises are normally dealt with by auxiliary staff, some of whom have a current first aid certificate. Should a child become ill or sustain any injury requiring medical treatment, parents or emergency contacts will be informed and asked either to take the child home or to Keith Health Centre for treatment. If no one can be contacted and the injury is thought to require medical treatment a member of staff will transport the child to the Health Centre.

PLAYGROUND SAFETY

Pupils who take lunch at school are not permitted out of the playground at lunchtime, except with the express permission of a member of staff. In bad weather children may remain indoors. Children are supervised in both playgrounds at break and lunchtime by auxiliary staff, who are easily recognised by their bright yellow jackets.

Many aspects of playground safety are linked to behaviour of the children themselves and, whilst one does not want to limit their freedom to run about and enjoy themselves, there are certain clearly defined rules laid out for their guidance. The children are made aware of these rules as they progress through the school and will have the reasons for them explained by their teachers.



SCHOOL EXCURSIONS

Outside visits and school excursions are integral parts of the curriculum. The safety and welfare of the children is at all times of paramount importance. When away from the school children are supervised by a teacher, assisted by adult helpers, who may be parents. For excursions the school aims of operating a policy of at least one adult for every ten children. Before any outings take place, parents are asked to sign a consent form giving permission for their children to attend. Pupils who are not given written parental permission will remain in school under the supervision of a member of the teaching staff. Staff are asked to complete a risk assessment before the trip is authorised by the Head Teacher. Pupils in Primary 7 have the option of a residential trip.

SECURITY

Children's safety and security have always been a high priority and continue to be reviewed and improved. Both the junior and senior primary buildings have a security entry system. To gain access, visitors must press the call buttons. All visitors to the school must 'sign in' at main reception in the senior primary building taking a visitor's badge. At the end of their visit they are required to return the badge and 'sign out'.

A fire drill is organised every term, for the purpose of familiarising staff and pupils with safety procedures. Fire extinguishers and notices are displayed in all areas of the school.

STORMY WEATHER

Adverse weather conditions could result in the closure of the school or the retention of children in schools or nearby addresses. Head Teachers, normally early in any school session, ask parents of country children to give town addresses for their children so that in an emergency there is somewhere they can go. If the weather is extremely bad in the morning, it is wise to listen to reports on Moray Firth Radio, as details of school closures are broadcast to save children setting out unnecessarily. Parents can also telephone the School's Information line, which is updated as necessary, to hear information about school closures.

PARENTAL INVOLVEMENT IN THE SCHOOL

We look forward to seeing parents at Parents' Evenings, PTA activities, concerts and so on. The aim is to increase the opportunity for involvement.

KEITH PRIMARY SCHOOL PARENT TEACHER ASSOCIATION

Keith Primary School fosters a Parent Teacher Association, the aim of which is to encourage good relations between home and school and to assist in raising funds for the benefit of the school and the pupils. A committee, chaired by Laura Simmers, meets throughout the year to discuss on-going business. Both staff and parents are represented on this committee. Elections of parent representatives take place each year at the Annual General Meeting to which parents are all invited.

Additionally, a number of open evenings are arranged throughout the school session to which all parents are invited. These may take various forms, ranging from educational talks to fundraising activities to meetings of a purely social nature.

PARENT COUNCIL

The parent council represents the parent forum, school staff and the wider community.

The parent council will meet five or six times a year.

The parent council's main purpose is to encourage and develop parental involvement and parental partnership with the school.

PARENT HELPERS

Many parents help in school in a variety of ways. Some assist on a regular basis, with the library, in classrooms and with extra-curricular activities whilst others are members of a pool to be called upon as and when required (e.g. for cycling proficiency, computing, baking etc.) Parental help is very much appreciated and at the beginning of the session a form is sent to parents asking for assistance. Before parents can work in schools, they have to submit a Disclosure Scotland application form.

Should anyone have a particular skill e.g. story-telling, sports, music, craft etc. the school would be delighted to hear from them.

THE SCHOOL AS A COMMUNITY

The pupil's right to learn is a principle that is fundamental to the interests of both the parents and the school. Parents have the right to expect that their child will be educated. Too much freedom for one individual leads to too little for others. Thus, when a child's behaviour conflicts with commonly agreed school policy, then the child is immediately affecting the rights and opportunities of the other children to learn. Such anti-social behaviour is alien to the interests of:

- ♦ the pupil himself/herself
- ♦ his/her classmates
- ♦ that pupil's parents
- ♦ his/her classmates' parents
- ♦ the teacher, who wishes to discharge his/her responsibility to the whole class
- ♦ the school, whose wish it is to serve the community at large

The school will undertake to explain this to the pupils in its charge and asks parents to do the same. The school must be able to count on parental support if the children in its care are to grow up to be responsible members of the community.

The school's anti-bullying policy, copies of which are available from the school, is strictly followed.

ACCESSIBILITY

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents/carers.

RACE RELATIONS ACT

Please refer to Section 11 of your "Notes for Parents and Carers" booklet for information.

For further information and advice you can contact:

The Moray Council
Educational Services
High Street
ELGIN
Moray
IV30 1BX

Tel: 01343 563397
Email: EducationalServices@moray.gov.uk

RACIST INCIDENTS

"A racist incident is any incident which is perceived to be racist by the victim or any other person".

Please refer to Section 11 of your "Notes for Parents and Carers" booklet for information.

DISABILITY DISCRIMINATION

Within Moray Council, Educational Services strategies to avoid discrimination on the basis of pupil disability are guided by legislation as contained in *Part IV of the Disability Discrimination Act 1995, as amended 2001*. This legislation makes it unlawful for a school to discriminate against a child for reasons related to his/her disability.

A "disability" is defined as a condition which prevents or makes it unreasonably difficult for a child or young person to access:

- ♦ the school curriculum – e.g. are large print books available for children with visual impairment?
- ♦ The school environment – e.g. can a child who uses a wheelchair move readily, as required, from one area of the school to another?

Disability is also defined as a condition which may require the school to introduce appropriate alternative communications systems – e.g. supplying portable electrical vibrators to allow hearing impaired children to be aware of school bells and/or fire alarms.

Full guidance on disability access strategies are contained within The Moray Inclusion File – "Accessibility for All". Copies of this file are available to view in school, or on the Internet www.moray.gov.uk/moray_standard/page_43019.html

Should you require a copy please contact:

The Moray Council
Educational Services
High Street
ELGIN
Moray
IV30 1BX

Tel: 01343 563397
Email: EducationalServices@moray.gov.uk

"A Guide for Parents to part IV of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 – schools" can be obtained free of charge via the Disability Commission helpline - telephone 08457 622633

PROMOTING POSITIVE BEHAVIOUR

Keith Primary School is a solution orientated School.

The school operates a policy of positive reinforcement, where good behaviour is picked out and praised. In each classroom there is a behaviour management plan that consists of the three main school rules plus an additional one or two rules for that room. The three universal school rules are as follows:

- ♦ do keep hands, feet, objects and unkind words to yourself
- ♦ look after other people's belongings as well as your own
- ♦ follow instructions

There are common rewards and sanctions throughout the school. Children receive praise, stickers or stamps, certificates, class or house points for good behaviour.

There will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy must state these boundaries firmly and clearly. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner.

The following **sanctions** will be used by teachers at Keith Primary School:

- ♦ A warning
- ♦ Removed from the group for 5 minutes
- ♦ Last out when the bell rings
- ♦ Parents informed by the teacher
- ♦ Pupil sent to a member of the management team
- ♦ There will be a severe clause for behaviour such as persistent bullying, physical violence, or complete defiance. This will result in the pupil being sent directly to a member of the school management team, who will inform parents. Children may then be placed on a daily or weekly report system to monitor their behaviour. The procedure for incidents of repeated severe misbehaviour is as laid down in the Moray Council Guidelines on exclusion, each stage of which is recorded. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage and each stage is recorded.

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

- ♦ A verbal warning by the Head Teacher or Deputy Head Teacher as to future conduct plus a letter to parents informing them of the problem
- ♦ Withdrawal from the classroom for the rest of the day
- ♦ A meeting with parents, to discuss the way forward
- ♦ A case conference involving parents and support agencies
- ♦ If the problem is severe or recurring then exclusion procedures are implemented
- ♦ Parents have the right of appeal against any decision to exclude

NB. A very serious problem, which may jeopardise the safety of children or staff, may result in the normal procedure being abandoned and a request that the child be taken home straight away.

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Educational Services, and the Police may also be involved.

BULLYING IN SCHOOLS

Keith Primary School promotes a zero tolerance policy on bullying. Staff at Keith Primary School take all reports of bullying seriously. All reports are followed up. Young people and their parents are encouraged to report all incidents of a bullying nature. Pupils are asked to report incidents to any member of staff. Parents are asked to report to the school office, in person, by telephone or by letter.

The advice when bullying is suspected is always:-

- ◆ Talk to someone.
- ◆ Bullying persists in secrecy, always report what is happening.
- ◆ Do not blame yourself.
- ◆ There is no justification for bullying.

Parents and young people need to be confident that the incident will be fully investigated. That a framework will be in place to support the victim and to ensure that the victim has strategies to deflect future incidents. Victims are also to be made aware that they are not to "blame".

Following an investigation a member of Keith Primary School staff will report back to the parent and/or the young person.

A copy of the policy can be obtained on request from the school office.

HOUSE CAPTAINS, VICE CAPTAINS AND PREFECTS

The school operates a house system where pupils are allocated to houses, with family members always being in the same house. Houses are Seafield, Fife, Isla and Gordon. Captains and vice-captains are selected from Primary 7.

At the end of P6, pupils are invited to apply to become Prefects. Prefects are selected from a combination of application and interview. Prefects are responsible for maintaining a safe and happy school environment.

CHILD PROTECTION

In child protection matters The Moray Council is guided by the North East of Scotland Child Protection Committee. The following statement applies to all Moray schools.

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

- ◆ emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect

Where school staff have concerns about a pupil, which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. In these circumstances, parents will not normally be consulted first.

The depute head teacher Mrs Lorna Coutts has responsibility for this area and staff are asked to raise any concerns with her in the first instance.

PHYSICAL INTERVENTION

All schools in Moray are aware that there is a need for teachers to physically interact with pupils. In this respect teachers are advised by the Moray Council document "Physical Intervention Guidelines". This document describes Physical Intervention at three levels. These levels and examples from each are described below.

Routine Level – A teacher may hold a child's hand to demonstrate the use of a pencil, or a young child's teacher may put an arm around his/her shoulder if a fall has caused upset.

Crisis Intervention – May be used if it is feared that a child is doing something that will hurt him or herself, or another child. Such interventions will be recorded in the school and parents will be informed.

Planned Intervention – This might occur when it is anticipated that a child may put him/herself or others in danger. This could be because of a previously known incident caused by an emotional or physical difficulty experienced by the child. The plan, which guides such intervention, will be agreed in advance by parents in all cases.

A number of staff from Keith Primary School have attended courses in physical intervention.

COMMUNICATION

Letters, flyers, etc are distributed to classes on a weekly basis every Wednesday afternoon. The school newsletter which contains information of past and forthcoming events, holiday dates, etc is issued on the last Wednesday of each month. We may issue a newsletter at the start of term if it is deemed necessary. Please ask your child if they have any letters for you or it may be a good idea to check school bags on a regular basis.

COPYRIGHT

Schools are obliged to abide by certain rules regarding copyright and the following should be noted:

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

STUDENTS

Students from Northern College and Moray College are in school on a regular basis training to become teachers or nursery nurses. They work in classes under the guidance of teachers, sometimes only observing, sometimes taking individual lessons or sometimes taking the class for a week's continuous teaching. The school also welcomes work experience students from Keith Grammar School.

TRANSFER TO SECONDARY SCHOOL

In December each year, the names of those children due to transfer to Keith Grammar School in the following August are made known to the Grammar School. Staff from both schools meet to discuss any individual pupils who might require additional support. During the summer term, the Primary 7 pupils attend the Grammar School for three complete days. Parents of pupils transferring are also invited to attend a meeting called by the Grammar School, in which the Rector and his staff set out to inform and explain, to both parents and pupils alike, what they might expect their new school to be like.

Contact details for Keith Grammar School are as follows:

Keith Grammar School
School Road
Keith
AB55 5GS

Tel: 01542 882461

Rector: Mr John Aitken

KEITH ASG

Keith Primary School is one of seven schools, namely Botriphnie, Crossroads, Newmill, Rothiemay, St Thomas's and Keith Grammar School which make up the Keith ASG (Associated Schools Group). This group meets regularly to discuss various aspects of education which they have in common so that children may have similar learning experiences before transferring to Keith Grammar School for their Secondary Education

INFORMATION FOR PARENTS AND CARERS LEAFLETS

A series of leaflets has been produced by Educational Services for parents and carers. These leaflets are available from the school or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_42708.html

EXTRA-CURRICULAR ACTIVITIES AND SPORT



There is a variety of activities on offer for the children. Cross Country Running, football, hockey, netball and recorder playing are currently on offer. There are opportunities to play board games at lunch times on Tuesdays.

In the summer term senior classes have athletics training and in recent years the school has entered a team for the Moray Inter-School Sports. School sports are held, usually in June, for both Senior and Junior Primary pupils as well as pupils in P10. The Nursery Groups have separate sports days. Parents are always welcome at these events.

There is the opportunity for P6 pupils to take cycling proficiency lessons with the help of parent volunteers – this takes place during school hours, usually in the summer term.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Please refer to Section 11 of your "Notes for Parents and Carers" booklet for information about this.

YOUR DATA PROTECTION RIGHTS

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website www.scotxed.net

SEED works with a range of partners, including Her Majesty's Inspectorate of Education (HMIe) and the Scottish Qualifications Authority (SQA). On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, who will not publish or release any information that allows an individual pupil to be identified. Data will not be used to take any actions in respect of any individual pupils.

Further information

Further details about ScotXed data exchanges are available on the ScotXed website www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed. If you have any concerns about the ScotXed data collections you can email the Senior Statistician at peter.whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. The ScotXed contact for Moray is Fiona McKay – telephone 01343 563113, e-mail fiona.mckay@moray.gov.uk

DATA PROTECTION ACT

Please refer to Section 11 of your "Notes for Parents and Carers" booklet for information about this.

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

Please refer to Section 11 of your "Notes for Parents and Carers" booklet for information about this.

STATUTORY INFORMATION FOR PARENTS

TARGET SETTING

Please refer to Section 11 of your "Notes for Parents and Carers" booklet for further information.

5-14 Attainment levels for Keith Primary School

Level of performance

Percentage of P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage

	June 2008		June 2009	
	School	Moray	School	Moray
Reading	83.8%	83.6%	78.7%	83.8%
Writing	72.6%	78.0%	76.3%	78.7%
Maths	82.7%	85.3%	88.2%	84.8%

INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

School: Keith Primary School	Id No.: 300 - 5207525
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Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	350
Total School Running Costs at April 2009 (£)	960,220
Cost per Pupil (£)	2,743

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

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	17,005	17,190	22,257	18,371	16,356	17,479	20,044	128,702
Percentage Authorised Absences	4.9	3.7	3.4	3.2	2.7	3.8	4	3.7
Percentage Unauthorised Absences	0.8	0.3	0.3	0.6	0.8	0.5	0.6	0.5

Key to Symbols:

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

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

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

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	16.8	16.1

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

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

INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

Education Authority: Moray

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	6,831
Total School Running Costs at April 2009 (£)	21,748,136
Cost per Pupil (£)	3,184

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

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	317,755	342,622	329,891	358,168	374,235	393,695	419,578	2,535,944
Percentage Authorised Absences	3.9	3.8	3.1	3.2	3.3	3.5	3.3	3.4
Percentage Unauthorised Absences	0.8	0.7	0.7	0.6	0.7	0.7	0.6	0.7

Key to symbols:

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

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

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

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	17.4	15.7

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

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

INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	368,411
Total School Running Costs at April 2009 (£)	1,454,313,470
Cost per Pupil (£)	3,948

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

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18,770,340	18,657,477	18,947,576	19,308,118	19,728,279	20,392,937	20,734,700	136,539,427
Percentage Authorised Absences	4.1	4.0	3.7	3.6	3.7	3.7	3.7	3.8
Percentage Unauthorised Absences	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Key to symbols:

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

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

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

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	18.6	18.3

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

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