



# Burghead Primary School

## Information for Parents

### 2023-2024



The information contained within this handbook is correct at the time of publication and is updated annually.

Date of Issue: 15<sup>th</sup> August 2023

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



# Moray Council Education, Communities & Organisational Development

Our vision:- **Ambitious to Achieve Excellence Together**

Our aims:-

- Ensuring people's outcomes remain at the heart of what we do
- Ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self evaluation and continuous improvement

## **Notes for Parents and Carers**

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 the Moray Council Internet site

[www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html)

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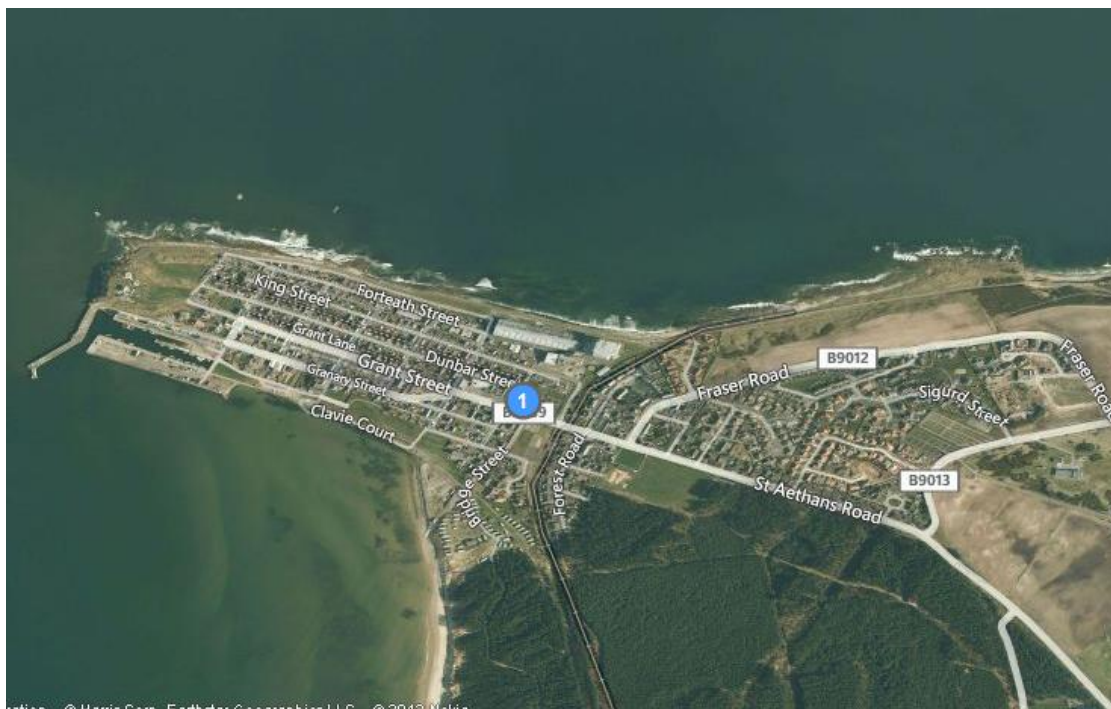
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# Introduction

## School Information

Acting Head Teacher  
School Telephone Number  
E-mail  
School Website  
School Address:

**Mr Martin Collins**  
**01343 835529**  
[admin.burgheadp@moray-edunet.gov.uk](mailto:admin.burgheadp@moray-edunet.gov.uk)  
<https://www.burgheadprimary.co.uk/>  
**Burghead Primary School**  
**Grant Street**  
**BURGHEAD**  
**IV30 5UQ**



## **Burghead Primary School**

**Date of issue – 15<sup>th</sup> August 2023**

**At the time of publication the information contained within this Handbook is correct but it may be subject to change during the current session or in subsequent years. This Handbook has been compiled by the Head Teacher of Burghead Primary School and follows guidelines set out by The Moray Council and The Scottish Government.**

## **WELCOME TO BURGHEAD PRIMARY SCHOOL**

Burghead Primary School provides an educational service to children from Primary 1 through to Primary 7 (ages 4 years – 12 years). The school was opened in 1895 we are a non-denominational primary school with a current roll of 106 primary children. The school has an attached nursery which is managed independently but we have strong links through fundraising and transition activities.

The immediate grounds include a tarmac play area, traversing wall, and a small school garden. We also have use of a football field, community park and community garden. We are currently developing our grounds to make the most of natural materials for creative play. The Parent Partnership Fundraising Committee have worked hard to raise funds and we are very excited about the new opportunities this will open up.

Pupils are in mixed ability classes, as far as possible, according to their ages. Schools in Scotland are staffed to a formula that relates to the school roll. Sometimes the size and distribution of the classes means that we have to form composite classes, a feature in most local schools.

### **Opening Times:**

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<b>Primary sessions.</b>	<b>Morning</b>	<b>Interval</b>	<b>Lunch</b>	<b>Afternoon</b>
<b>Primary 1- 7</b>	9:00 - 12:20	10:30 - 10:45	12:20 - 13:10	13.10-3.05

<b>Breakfast Club</b>	<b>AM</b>	7:45 – 8:45		
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Pupils start a full day from the first day of the session in August.

## **ENROLMENT AND TRANSFERRING**

The intake of new Primary 1 children takes place in August. Children who will be five years of age on, or before the 28th February of the following year are eligible for admission.

In January a notice is placed in the local newspapers, which informs parents about the enrolment dates. Enrolment can now be done online. Every parent enrolling a child for P1 will be given a separate induction package. There will also be a number of opportunities for both children and parents to visit the early stages classes. Members of staff in Burghead Primary have experience in ensuring that new pupils arriving at the school are handled sensitively.



## **NEW PUPILS**

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Burghead Primary School should telephone the School Office, or call in to the 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 Burghead.

## **TRANSFER FROM OTHER SCHOOLS**

It is helpful if records and work from previous schools are available for your child's new teacher so that we can try to ensure that continuity of learning takes place. We advise that children should be allowed to settle over a few weeks, unless there are major concerns, so that parents can arrange to meet the teacher to discuss how the transfer has gone.

## PROCEDURES FOR CONTACTING THE SCHOOL

Parents can contact Mrs Mowat, the School Administrator, on 01343 835529 with any enquiries or advise the school of your child's absence. You can email the school at [admin.burgheadp@moray-edunet.gov.uk](mailto:admin.burgheadp@moray-edunet.gov.uk)

You can use the school telephone information line to hear about any school announcements e.g. in the event of severe weather closing the school. Additionally, you can use the school information line to leave any non-urgent message when the school is not open. There is also the opportunity to use an app system to contact your child's class teacher within given hours to share any information which may be relevant. A weekly update is emailed to parents (paper copies are also available) to ensure they are kept up-to-date with all school activities, holidays etc.

## SCHOOL TELEPHONE INFORMATION LINE

Parents can access an information line for the school

- Dial 0870 054 9999
- **Enter school pin: 031140**
- You will get confirmation message "Select Burghead Primary School"
- Enter the menu system

Press 1 - severe weather information \*

Press 2 - to leave a non-urgent message (when school not open)

Press 3 - to hear general school information

Press 4 - to enter a different school PIN

Press # - to end call

\* (A 'Severe Weather' advice booklet is available from the office.)

Please note that **"Calls to this number will be charged a 2p per minute service charge plus your call providers' access charge"**

School Closure information can also be found at: <http://schoolclosures.moray.gov.uk/> web service.

## Moray Council – School Closures – New Service

Moray Council works hard to keep schools open all year-round, but there can be hiccups like heating problems or adverse weather – particularly in winter. Register for the Moray Council handy subscription service and they will email you when they have been notified of a school closure. You can choose to receive notifications for multiple schools – ideal if you've got kids in primary and secondary. You'll need a myaccount to sign up for alerts; if you've not already got one, get started today:

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

## **School Vision Values and Aims**

### **Our School Vision**

*At Burghead Primary we strive to work with the community to ensure the highest standards of attainment across the curriculum to allow pupils to succeed in learning, life and work. We believe that every child should have the same opportunity to succeed, and we foster a culture of aspiration and improvement to be the best we can be.*

### **Our School Values and Associated Children's Rights**

- **Safety** – I have the right to **feel safe**.
- **Respect** – I have the right **to be listened to** and give my opinions respectfully.
- **Inclusion** – I have the **right to play and join in with activities**.
- **Resilience** – I have the right to develop the **skills** I need for **learning life and work**.
- **Success** - I have the right to a **good education** to help me achieve success.

We work very hard to ensure that these values are lived every day in our school community and demonstrated by staff and pupils. We talk about them with children on a daily basis and use them to guide our ethos and behaviours. The UNCRC (United Nations Convention for the Rights of the Child) underpin all we do and children are expected to know their rights and respect the rights of others.

### **Our Aims for the Ethos of the School**

- To provide a safe place of learning, which is, stimulating and welcoming for all learners, staff members, parents, and visitors to the school.
- To promote in our pupils, a positive and respectful attitude to self, others and their environment.
- To create an environment which fosters an awareness of children's rights as well as school and community values.

### **Our Aims for Achievement and Success**

- To give each child an equal opportunity to achieve and progress to his/her full potential and to work towards becoming a successful learner through a variety of opportunities.
- To provide a broad and balanced curriculum which meets the needs of all individuals within the framework of Curriculum for Excellence to make learning meaningful and relevant to all pupils

### **Our Aims for our Community Partnerships**

- To establish a partnership with parents through communication and consultation and working with them in sharing the education, achievement and wellbeing of their children.  
To develop an awareness of and respect for the community and our local environment and to be active and effective contributors in the life of the school and the community.



## **Achievements**

We develop confident individuals through recognising and celebrating success and achievements both in and out of school. The clan award and points system and our school assemblies ensure all children are given the opportunity to enjoy success – one of our key values. We share school and pupil achievements on our daily bulletin to children, assemblies, parent weekly updates. We also celebrate all the successes of our learning experiences with parents in a monthly video update

## **CLAN POINTS**

Burghead Primary's school houses (Clans) are traditional and have been in place for many years. They are Clavie, St Aethan's and Torfness which are named after either local places or traditions. Traditionally these were given through sporting events. Pupils expressed that that they would like to see a greater number of opportunities for gaining Clan Points and it was decided to link these with the Clan Days. Pupils now receive Clan points for reflecting the School Values in their behaviour and attitudes in school. These contribute to an overall total and there is a winning Clan each term and at the end of the school year.

## **CLAN CARDS**

The school has developed a new reward system to complement the behaviour policy in school. Children are given clan points for showing aspects of the school core vision and these contribute to the completion of stamped Clan Cards. Pupils are rewarded with points and certificates and wristbands when they complete a number of cards. Teachers also choose one pupil to receive a special Clan Award for a pupil who has shown excellence in Creativity, Learning, Achievement or through Nurture. The pupil from each class is invited to share 'their work at weekly assemblies.



## **Class Dojo**

This is a web-based reward system where children can accumulate points around criteria agreed by the class. Each child has an avatar character which, after reaching an agreed target, can be accessed and changed at home. Parents can also create an account to view their child's performance. The teacher will add photos for children and parents to view on the class story.

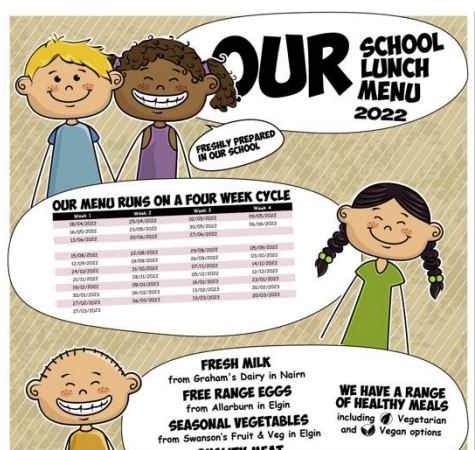
## ABSENCE

If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the School Office in the morning to explain the reason for absence before 9.15 am. You can also leave detail of absence on the telephone answer machine which operates from 4pm until 8.30am. We have to account for every child's absence every day so we will contact parents or contacts to establish reasons for absence on a daily basis.

## FAMILY HOLIDAYS DURING TERM TIME

Advice from the Scottish Executive and in line with Moray Council policy is that holidays taken during the school session, other than in exceptional circumstances, this will be noted as unauthorised absences. Parents need to inform the school about such holidays, and each case will be considered on individual circumstances.

## SCHOOL LUNCHES



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>WEEK 1</b>					
Green	Chicken curry	Macaroni cheese	Steak mince with vegetables	Butcher's pork sausage with optional gravy	Bubblefish
Yellow	Cheese and tomato pizza	Vegetable fajita	Breaded chicken goujons	Spring roll	Roast chicken with optional gravy
18/04/2022					
19/04/2022	Potato wedges	Garlic bread	Potato	Potato	Potato
20/04/2022	Rice	Salad selection	Salad selection	Salad selection	Salad selection
21/04/2022	2 Seasonal vegetables	2 Seasonal vegetables	2 Seasonal vegetables	2 Seasonal vegetables	2 Seasonal vegetables
Orange	Tuna mayo roll	Ham sandwich	Egg mayo sandwich	Chicken mayo sandwich	Cheese wrap
22/04/2022	Mini pizza finger	Pasta salad	Rice salad	Mini vegetable sausage	Mini spring roll
23/04/2022	Salad	Salad	Salad	Salad	Salad
Key					
Vegetarian	Lentil soup	Potato soup	Vegetable soup	Tomato soup	Sweetcorn soup
Vegan	Selection of fresh fruit with optional natural yoghurt	Selection of fresh fruit with optional natural yoghurt	Orange upside down cake with custard and fresh fruit	Oatle biscuit with mandarin	Strawberry moussé with fresh fruit salad
Soup / Pudding			Selection of fresh fruit with optional natural yoghurt	Selection of fresh fruit with optional natural yoghurt	Selection of fresh fruit with optional natural yoghurt
<b>WEEK 2</b>					
Green	Butcher's beef burger in a wholemeal roll	Fish fingers	Chicken pie	Chicken sausage pasta bake	Roast beef with optional gravy

Meals are cooked at Hopeman Primary and bought to the school by transport. The Scottish Government is rolling out a programme of free meals for all P1-7 pupils by August 22. Free meals will be available for P1-4 from August 21 and P5 from Jan 22.

Weekly menu plans can be viewed at <http://www.moray.gov.uk/downloads/file106142.pdf> (see sample above) They offer vegetarian and vegan options. Payment is made through the online IPay system. Children choose their option every morning and wear a coloured band at lunchtime to show their choice.

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



## WATER BOTTLES and SNACKS

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. Please bring a named water bottle to school. Please do not fill water bottles with juice as children are not permitted to drink this during lesson time.

Children are encouraged to bring a healthy snack to school to enjoy at break time. This does not have to be fruit but we do discourage sugary sweets. Your child will always only need one snack.



## UNIFORM

With the support of parents, we encourage pupils to wear school uniform. Children should wear royal blue school sweatshirts/cardigans with white polo shirts with grey or black skirts or trousers. We also have recently relaunched our school tie which is proving popular.

For P.E. a Clan coloured t-shirt and royal blue shorts (not football strips), indoor gym shoes and outdoor trainers are required. Children may leave their bags on their pegs. It is helpful if PE equipment, school bags and jackets can have the child's name marked on them. Please leave jewellery and valuables at home.

Branded uniform can be purchased online from Dallas Designs at <https://www.dallasdesignsltd.co.uk/>



The Clan colours are as follows: **Clavie: Blue, Torfness: Red, St Aethans: Yellow.**

We also stock a selection of good quality second hand uniform in school which can be purchased at very reasonable prices



At Burghead we take regularly take the children out into the local environment to take part in outdoor learning. We ask that on those days children bring or wear suitable waterproof clothing for the weather conditions.

Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms.

## MEDICINES IN SCHOOL

A copy of the “Parental Request for Medication to be Administered in School” is available in school. In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. This means that the prescription label must be on the bottle/package/inhaler stating name and dosage. Over the counter medicines cannot be administered. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

If you child needs short or long term medication you can obtain a form from the school office.



## TRANSPORT

In line with our commitment to greener choices we encourage families to walk, cycle or scoot to school. We have a large bike shelter. The school is unable to accept responsibility for bicycles and space for parking is limited. Cycling is not allowed in the playground from 8am - 4pm weekdays. Children should wear appropriate clothing, bright and padded. They must always wear a helmet.

Any child living more than two miles from the school is entitled to transport if the family live in the school’s catchment area. Children living out with the zone are not entitled to transport. To claim entitlement, please refer to **Appendix A** for information on how to request an application form.

# TRANSITIONS

## Starting P1

From January pupils from Burghead Nursery and other early learning centres will be invited to mix in with the P1 class to get used to the school environment. This may be a shared snack time, outdoor learning session or shared play activities. They will be invited to a more formal step up day with their new teacher in the class. Usually they will also get the chance to experience the school canteen for a meal or snack.

Meetings will be arranged for parents before and just after the summer holidays to allow parents to prepare for pupils

## Moving on to Secondary Education

At the end of Primary 7, pupils move onto their secondary education. Children at Burghead usually choose to move onto Lossiemouth High School as it is within the catchment and transport is provided. Burghead is part of the Lossiemouth Associated Schools Group (ASG) and there are several transition events for our children with Lossiemouth High School. There are enhanced transition opportunities scheduled for pupils who need extra support to cope with the changes associated with moving on. There are a series of information meetings for parents and pupils held during the latter part of Primary 7. There are also induction days at the High School so that pupils become familiar with the school layout and some of their new teachers. It is also an opportunity for pupils to meet children from other schools who will be starting their first year at High School with them.

The contact details for Lossiemouth High School are:

Head Teacher: Mrs J Simpson

Tel: 01343 812047 Fax: 01343 814343

Address: Coularbank Road Lossiemouth, Morayshire IV31 6JU

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



## CONCERNS AND COMPLAINTS

Burghead Primary welcomes parents in the school to discuss any concerns they may have. Parents should initially contact the School Office to make an appointment for a time when the teacher is free from class commitment. If issues remain unresolved then an appointment can be made through the school administrator with the Head Teacher. For all child welfare and child protection concerns the Head Teacher at Burghead Primary is both the Child Protection Coordinator and the Named Person for the school.

## NAMED PERSON / GIRFEC

As part of the national **Getting Right for Every Child** (GIRFEC) approach children and young people from birth to 18 and their parents 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 Guidance Teachers 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.



getting  
it right  
for every child  
in Moray

**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 (e.g. 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.

## PARENTAL ENGAGEMENT

At the start of each session parents are informed about the arrangements made for the formal reporting of each child's progress. Reporting to parents takes the form of written reports, parents' interview evenings and when necessary, regular meetings to discuss progress. From time to time we also host reporting events such as assemblies, plays and performances, open afternoons and curriculum meetings. These all demonstrate how well our children understand their work and why they are learning it.

We wish to fully involve parents in their child's education. We have teacher/parent appointments early in the session with the purpose of setting targets for learning throughout the school year. We have a further parents' evening at the end of the third term.

Our aim is to foster home school links and involve parents in all aspects of school life and school developments. We aim to communicate effectively with parents, and to work in partnership with them. We value parents as a resource to aid learning and welcome them as partners in the life and work of school on a daily basis. If you would like to volunteer as a helper in school please let the Office know. We ask that any parent who helps on a regular basis obtain a PVG (Protecting Vulnerable Groups) membership. Forms and guidelines on this process can be obtained from the School Office.

Parents, teachers, and friends of the school share their interests and expertise with children in a variety of extra-curricular activities. The programme for these is organised at the start of each session and depends on the availability of support. We believe that it is important for children to participate in school concerts, educational trips, local activities and inter-school competitions, etc. We appreciate the help we receive from our parent volunteers.

We encourage parents to take an active interest in all that your child does and support us in maintaining the high standards set by the school.

## PARENT ORGANISATIONS

Burghead Primary has recently merged the Parent Council and the PTA (Parent Teacher Association) into one parent organisation which is known as the **Burghead Parent Partnership**. This means that the new committee represent the **parent forum** (the collective name for all the parents, carers and guardians of children in school). The Parent Partnership helps to create an environment where all parents know that their views matter and where they feel confident and comfortable putting them forward. The main aims of the Parent Partnership groups are to:

- Support the school in its work with pupils and parents
- Represent the views of parents
- Promote contact and communication between the school, parents, pupils, the community, nursery and other providers report back to the Parent Forum. Many of the members of the former PTA are now on the Parent Partnership and are committed to continue to support the school by organising events to provide funds for a variety of events and resources to benefit the pupils.

## SCHOOL IMPROVEMENT PLAN

Full details are available in the school's full '*School Improvement Plan*'. (Refer to **Appendix B**)

At Burghead Primary, we aim to *improve* educational experiences for all of our pupils. We have identified a number of improvement priorities. These are:

- Improving the life and ethos of the school
- Developing a broad and relevant curriculum
- Learning and teaching for raising attainment

## POSITIVE BEHAVIOUR AT BURGHEAD

Positive Relationships Policy

Aims

The Burghead Primary School Behaviour Policy aims to support positive behaviour choices in line with the School Values and Consistencies.

The policy aims to set out a consistent approach to whole school understanding of expectations and responsibilities of all.

It makes clear what is expected, from our pupils and all members of our school community.



### The approach is based on:

Our School Values & Children's Rights  
Consistencies around the School  
Celebrating Positive Actions  
Restorative Practice

Values: Safe Respect Resilience Inclusion Success

Our school values were agreed upon after gathering the views of the pupils, teachers and parents in our community. These values are core to our school ethos and help pupils know what is expected when they come to school. Our school values underpin the way all pupils and staff should conduct themselves at all times. They have clear links to the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate.

Consistencies – How we do things at Burghead at Burghead, we try to be '**ready to learn**'

Coming in to start...

- We enter the building quietly, get organised, look, listen and focus
- We use the zones of regulation to help us

When walking or moving around the school....

- We are polite, appropriate and walk safely

In class ...

- We know when to listen and when to talk,
- We follow instructions to stay safe

In the playground ....



- We nurture each other and play safely.

### Restorative Practice

Pupils are encouraged to think about their own actions and the effect they have on those around them.

Pupils may be given a warning to let them know they need to think about the choices they are making. Warnings are never carried over to the next day; each child is entitled to a 'fresh start' each day.

After a second warning, they are sometimes asked to take some time to write down their thoughts or have a reflective conversation with an adult. This helps pupils think about why they have behaved in a particular way and how they can make better choices next time. Sometimes pupils will also be asked to do this after unsafe or disrespectful behaviour in the playground.

If pupils continue to find it difficult to demonstrate our school values and consistencies parents or carers would be invited to come in to have a wider reflective conversation along with the child.

### Sanctions

We have a variety of sanctions in place to help children reflect on their behaviour and accept consequences of their actions.

In extreme cases this may lead to exclusion

Please note that any incidents involving violence, dangerous weapons, drugs or alcohol, internet bullying are reported immediately to Education and the Police may also be involved.

## **BULLYING**

Incidences of potential bullying will be taken very seriously and any complaints are formally recorded and addressed. We will try to help children to resolve any issues that arise. Please contact us if there is a matter causing your child concern.

Leaflets and fuller information on Bullying, Disability Discrimination and Race Relations is available from The Moray Council by telephoning the respective number, emailing or accessing the web page on the council website. (See **Appendix A** for these contact details.)

## **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. More information is available on the Moray Council Internet site at: [http://www.moray.gov.uk/moray\\_standard/page\\_75569.html](http://www.moray.gov.uk/moray_standard/page_75569.html)

### **Pupil use of Internet and Email**

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. This is requested on registration to the school register.

## **STAFF TEAM AT AUGUST 2023**

<b>Head Teacher (Acting)</b>	<b>Mr. Martin Collins</b>
<b>Administrator</b>	<b>Mrs. Alison Mowat</b>
<b>P1/2 Teacher</b>	<b>Miss. Sarah Stirling</b>
<b>P2/3 Teacher</b>	<b>Miss. Ellie Gemmell (NQT)/ Mrs. Carol Errington (Fri)</b>
<b>P4/5 Teacher</b>	<b>Mrs. Rachel Letch</b>
<b>P5/6 Teacher</b>	<b>Mrs. Karen Cook</b>
<b>P7 Teachers</b>	<b>Mrs. Kate Neall/ Miss Ellie Fowles</b>
<b>Support for Learning</b>	<b>Mr. Philip Crammond</b>
<b>Brass</b>	<b>Mr. Alexander Davidson</b>
<b>Recorder</b>	<b>Mrs. Alison Gillies</b>
<b>Classroom Assistants</b>	<b>Mrs. Jillian Irwine</b>
<b>Pupil Support Assistants</b>	<b>Mrs. Lesley Coombes</b>
	<b>Mrs. Heather Haig</b>
	<b>Miss. Deborah Price</b>
	<b>Mrs. Naomi Robertson</b>
	<b>Mrs. Hannah Taudevin</b>
<b>Playground/Lunchtime Supervisors</b>	<b>Mrs. Lesley Coombes</b>
	<b>Mrs. Heather Haig</b>
	<b>Miss. Deborah Price</b>
	<b>Mrs. Hannah Taudevin</b>
<b>Kitchen Supervisor &amp; Breakfast Club</b>	<b>Mrs. Lynne Davidson</b>
<b>Kitchen assistant</b>	<b>Mrs. Wilma Thompson</b>
<b>Cook (based at Hopeman Primary)</b>	<b>Mrs. Lorraine Stewart</b>
<b>Janitor</b>	<b>Mr. William Glennie</b>
<b>Cleaner</b>	<b>Mrs. Isobel Taylor</b>
<b>Cleaner</b>	<b>Ms. Mandy Middler</b>



## CURRICULUM FOR EXCELLENCE

**Curriculum for Excellence (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. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work**.

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, world-leading, 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 time.

A fact file 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 on:

<http://www.LTScotland.org.uk/Parentzone>

<http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>

<http://www.educationscotland.gov.uk/parentzone/resources/index.asp>

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.



Clan Day – teambuilding lead by Primary 7



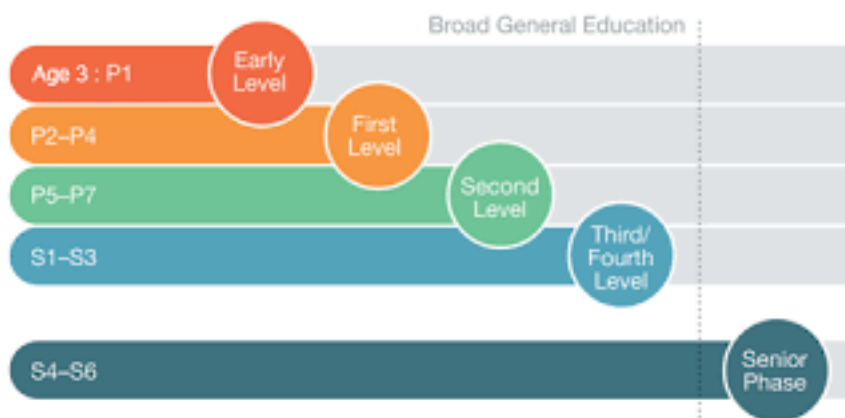
## CURRICULUM LEVELS

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 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, dependant on individual circumstances and needs.



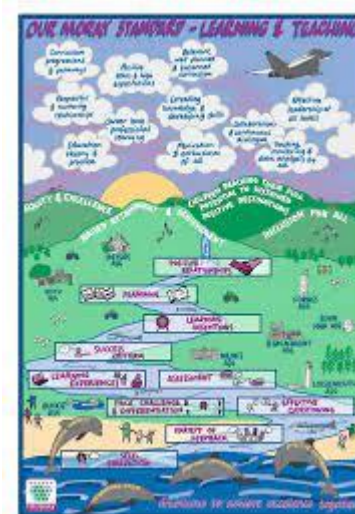
## TEACHING AND LEARNING

In Moray, in order to achieve our Education and Social Care vision -“ambitious to achieve excellence together” – it is essential that “... we continue to ensure a relentless focus on improving outcomes for all children and young people in Moray, providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners.” (Moray Raising Attainment Strategy, 2019)

At Burghead we use the Moray Learning and Teaching Standard to underpin all we do.

We use a variety of teaching approaches to deliver high quality learning experiences . These include:

- **Active Learning** Being actively engaged in the learning task, whether mentally or physically
- **Cooperative Learning** – to encourage thinking and talking together to discuss ideas and solve problems. Learning from each other.
- **Interdisciplinary Learning** to use links between different areas of learning to develop skills and, reinforce and deepen understanding.
- **Outdoor Learning** - to make use of the outdoor environment and surrounding community.
- **Learning through the Life and Ethos of School** – taking part in school events and contributing to the school community in a positive way.



## PERSONALISATION, CHOICE AND ACHIEVEMENT

Planning of learning contexts and methods may be personalised according to an individual's learning and areas of interest. We try to plan areas of study based on the interests and curiosity of the children. This makes their learning more relevant and meaningful to them

## SKILLS

The Curriculum for Excellence emphasises the development of **skills** for learning, life and work. These are wide ranging and include:

- **Higher order skills** - thinking about complex issues, problem solving, analysis and evaluation and creativity.
- **Critical thinking skills** - making judgements and decisions, communicating, co-operating with others, self-organisation.

Important themes are Enterprise, Global Citizenship and Sustainable Development.

## THE CURRICULUM



## 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 have bundled the Es and Os and teach them in a variety of contexts. The transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is our aim.

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. :

<http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

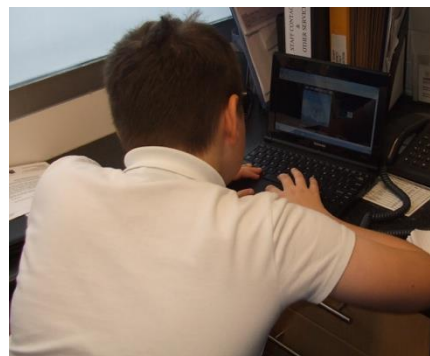
## CURRICULUM AREAS

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education)
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the 'responsibility of all' staff.

## CURRICULUM AT BURGHEAD



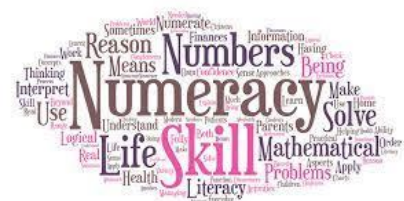
## LITERACY

The skills required for communication are the key to unlocking the rest of the curriculum. The best teaching and learning results from the integration of the four elements of the language curriculum. Pupils are monitored and assessed around three key elements of literacy

**Listening & Talking   Reading   Writing**

### MODERN LANGUAGES IN THE PRIMARY SCHOOL

As part of the National 1+2 language program (first language plus two additional language experiences) children from Primary 1 are taught French. This is mainly through conversation and **routines carried out** in French. As pupils move through school further languages are added on at **experiential** level, sometimes supported by the High School. At present these are Spanish and German.



## NUMERACY

Numeracy is a skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum and develop key skills for life and work. In our everyday lives we will regularly be required to estimate, use number processes, work with fractions and percentages, manage money and time, make measurements and read information from charts and tables.

It is important that parents support the teaching of numeracy in very simple ways at home such as reading time, working out prices or measuring out ingredients. We are developing a numeracy passport which help parents and pupils see what they can do to at home to improve their numeracy skills.



## EXPRESSIVE ARTS

The expressive arts include art and design, dance, drama and music.



Through learning in expressive arts your child will:

- enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others
- have opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in art and design, dance, drama and music
- recognise and represent feelings and emotions, both their own and those of others

## TECHNOLOGIES

Learning in technologies will allow your child to develop skills, knowledge, understanding and attributes through creative, practical and work-related activities across a range of areas. They will be able to use these skills in business, computing science, digital literacy, food, textiles, craft, design, engineering, and graphics.



Within technologies your child will develop and demonstrate:

- knowledge and understanding of the big ideas and concepts of the technologies
- curiosity, exploration and problem solving skills
- planning and organisational skills in a range of contexts
- creativity and innovation
- skills in using tools, equipment, software, graphic media and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking
- making connections between specialist skills developed within learning and skills for the world of work
- evaluating products, systems and services
- presentation and communication skills
- an awareness of sustainability

## HEALTH AND WELLBEING

- Health and wellbeing teaches your child about:
- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, activity and sport
- food and health
- substance misuse and relationships
- sexual health and relationships.
- The purpose of health and wellbeing is to help every child and young person at Burghead Primary to feel cared for and valued as an individual. Learning about health and wellbeing will help them cope with uncertainties in life, have confidence to try new and different things and make the most of opportunities that come along. The focus on Health and Wellbeing following the Covid 19 is essential.
- In every class we use an approach called 'Zones of Regulation' to help children consider how they are feeling and



## RELIGIOUS AND MORAL EDUCATION

- Religious and moral education will allow your child to explore the world's major religions and other belief groups.
- Your child will think about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and other belief groups' beliefs and values are expressed through traditions in religion, society and cultures. Your child will think about their own beliefs and values. It will support them to develop moral decision-making skills.
- Your child will develop a better understanding of themselves, others and the wider world. Your child will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally. They will develop a richer understanding of the world in which they live.



At Burghead we also use our school assemblies as a way to explore religious and moral beliefs and promote our school values. On occasion representatives from the local churches join us in our assemblies which builds community relationships and give pupils an insight into the way people in their community celebrate their faith.

## **SOCIAL STUDIES**

In social studies, your child will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They will develop their understanding of their environment and of how it has been formed.



As your child matures, their experiences will be broadened using Scottish, British, European and wider contexts for learning. There will be a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.

Your child will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

## **ASSESSMENT**

- Evidence of progress and achievement can be gathered by children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on
- teachers, parents and others who can help identify and support their next steps in **learning**.

### **When does assessment happen?**

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

### **As part of ongoing learning**

Children and young people's progress, strengths and needs are assessed as part of day-to-day learning and teaching. Teachers and others do this by, for example, watching and listening to learners carrying out tasks, by looking at what they write or make and by considering how they answer questions. Children and young people will be involved in planning their next steps in learning.

### **Time to time (periodically)**

From time to time, teachers will assess children and young people's progress and achievements in order to be able to plan ahead and to record and report on progress. This will help to ensure that their progress is on track and that any necessary action is taken to support their learning.

### **At key points, transitions**

Transitions are the moves children and young people make, from home to early learning and childcare settings, from stage to stage (and through Curriculum for Excellence levels), from primary to secondary. Sharing of assessment information with parents is important to ensure all learners are supported and have a positive experience. Information about a learner's progress and achievements will be passed on to make sure that their broad general education continue at the correct level and at an appropriate pace for them.

### **REPORTING TO PARENTS**

Reporting informs parents/carers of their child's progress. This can be in the form of written reports and parent appointments. We issue three written reports in November, March and June. Currently we hold parent teacher meetings in October and in March. Learning and achievements are also shared more informally at open afternoons, via twitter, curriculum meetings, performances, assemblies, weekly updates and at all the events where parents are invited into school.

### **SUPPORT FOR LEARNING**

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, need extra support to achieve their potential. When a child has been identified as requiring additional support, parents will be notified and given an outline of the reason, duration and nature of the support

For some children a **LPS** (Learner Profile and Strategies) plan will be agreed. This gives all staff working with the child an outline of motivations and strategies which will support the child. An **IEP** (Individualised Educational Programme) is a planning document to support learners who require more individualised learning outcomes. It details the learners needs, who will be involved in supporting learning and how these needs will be addressed in the short and long term.

The Support for Learning teacher may work with a child, or group of children, in the classroom. Sometimes children are withdrawn for specific tasks. Some children may only need additional help for a short period of time and others may have a longer term requirement. Extra support can be provided for literacy, numeracy, personal, social and emotional, and behavioural needs.

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

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. More information can be found on The Moray Council's website regarding this and the council's provision for additional support needs in Moray. at: [support for learning moray](#)

## TERM DATES

School Term Dates are available on the internet at The Moray Council at school term and holiday dates: [http://www.moray.gov.uk/moray\\_standard/page\\_55829.html](http://www.moray.gov.uk/moray_standard/page_55829.html)

## School calendar: 2023-2024

## Autumn

In-service closure: Monday 14 August 2023

Term starts: Tuesday 15 August 2023

Term Ends: Friday 06 October 2023

Autumn holiday: Monday 9 October 2023 - Friday 20 October 2023

## Winter

Term starts: Monday 23 October 2023

**In-service closure: Monday 13 November 2023 - 14 November 2023**

Term ends: Thursday 22 December 2023

Christmas holiday: Monday 25 December 2023 - Friday 05 January 2024

## Spring

Term starts: Monday 08 January 2024

Mid term holiday: Friday 09 & Monday 12 February 2024

Term ends: Thursday 28 March 2024

Spring holiday: Friday 29 March 2024 (Good Friday) - Friday 12 April 2024

## Summer

Term starts: Monday 15 April 2024

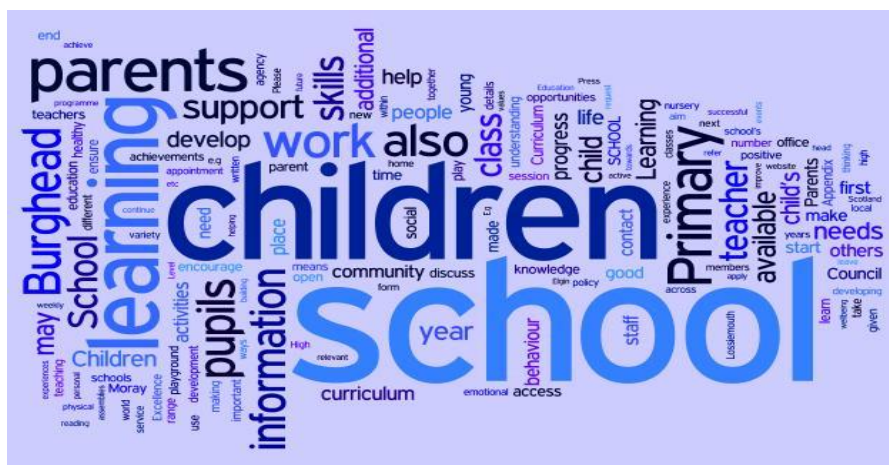
May day holiday: Monday 06 May 2024

In-service closure: Thursday 16 May 2024 - Friday 17 May 2024

Term ends: Friday 28 June 2024

Plus one occasional day holiday when the following school groups will be closed:

- Buckie High School ASG - Tuesday 07 May 2024
- Elgin Academy ASG - Thursday 08 February 2024
- Elgin High School ASG - Thursday 08 February 2024
- Forres Academy ASG - Tuesday 13 February 2024
- Keith Grammar School ASG - Monday 03 June 2024
- Lossie High School ASG - Thursday 08 February 2024
- Milne's High School ASG - Friday 22 December 2023
- Speyside High School ASG - Monday 03 June 2024



## Appendix A

### Moray Council Education, Communities & Organisational Development

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

**Telephone:** 01343 563374

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

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

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

Updated 15/10/2019

Moray Council A-Z		
Active Schools	Telephone:	01343 563890
	Email:	<a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>
Additional Support for Learning	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://schoolclosures.moray.gov.uk/">http://schoolclosures.moray.gov.uk/</a> <a href="http://www.moray.gov.uk/moray_standard/page_53021.html">www.moray.gov.uk/moray_standard/page_53021.html</a>
After School Clubs	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_services/page_44889.html">www.moray.gov.uk/moray_services/page_44889.html</a>
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	<a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a> (Children's Education Advisory Service)
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	<a href="mailto:childrensaccesssteam@moray.gov.uk">childrensaccesssteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	<a href="mailto:childrensaccesssteam@moray.gov.uk">childrensaccesssteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>
Clothing Grants	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>



	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
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<b>Moray Council A-Z</b>		
Data Protection	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_75569.html">www.moray.gov.uk/moray_standard/page_75569.html</a>
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52991.html">www.moray.gov.uk/moray_standard/page_52991.html</a>
Disability Discrimination	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">www.moray.gov.uk/moray_standard/page_43019.html</a>
Early Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_56925.html">www.moray.gov.uk/moray_standard/page_56925.html</a>
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">www.moray.gov.uk/moray_standard/page_42682.html</a>
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	<a href="mailto:EMAMoray@moray.gov.uk">EMAMoray@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_40540.html">www.moray.gov.uk/moray_standard/page_40540.html</a>
Exclusion from School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53001.html">www.moray.gov.uk/moray_standard/page_53001.html</a>
Free School Meals	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
Grants and Bursaries	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a>
Home Education	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53000.html">www.moray.gov.uk/moray_standard/page_53000.html</a>
Instrumental Instruction	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a>
Placing Requests	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a>
Racial Equality	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
School Meals	Telephone:	01343 557086
	Email:	<a href="mailto:schoolmeals@moray.gov.uk">schoolmeals@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55540.html">www.moray.gov.uk/moray_standard/page_55540.html</a>
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a>

Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	<a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>





# School Improvement Plan

**Session:**

**2023-2024**

**School:**

**Burghead Primary School**

<b>Plan term:</b>	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
<b>Link Officer:</b>	<i>Lynne Riddoch</i>

\*on discussion with Link Officer/QIM, context based

# MORAY COUNCIL: Education Department

## SCHOOL IMPROVEMENT PLAN



### Priority 1

*Summary of Priority:* **Learning and Teaching – to ensure quality learning and teaching experiences for all pupils based on pedagogical knowledge.**

#### 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:	
<div><input type="checkbox"/> Placing human rights and needs of every child and young person at centre</div> <div><input type="checkbox"/> Improvement in children and young people’s health and wellbeing</div> <div><input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children</div> <div><input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people</div> <div><input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy</div>		<div><input type="checkbox"/> School and ELC Leadership</div> <div><input checked="" type="checkbox"/> Teacher and practitioner professionalism</div> <div><input type="checkbox"/> Parent/carer involvement and engagement</div> <div><input type="checkbox"/> Curriculum and assessment</div> <div><input checked="" type="checkbox"/> School and ELC Improvement</div> <div><input checked="" type="checkbox"/> Performance Information</div>		<div><input checked="" type="checkbox"/> <u>P1</u>: Overcoming challenges – disability, neurodiversity</div> <div><input checked="" type="checkbox"/> <u>P2</u>: Tackling child poverty</div> <div><input type="checkbox"/> <u>P3</u>: Improving CYP mental wellbeing</div> <div><input type="checkbox"/> <u>P4</u>: Strengthening family support</div> <div><input checked="" type="checkbox"/> <u>P5</u>: Improving CECYP outcomes</div>		<div><input type="checkbox"/> 1.1</div> <div><input checked="" type="checkbox"/> 1.2</div> <div><input type="checkbox"/> 1.3</div> <div><input type="checkbox"/> 1.4</div> <div><input checked="" type="checkbox"/> 1.5</div> <div><input checked="" type="checkbox"/> 2.1</div> <div><input type="checkbox"/> 2.2</div> <div><input type="checkbox"/> 2.3</div> <div><input type="checkbox"/> 2.4</div> <div><input checked="" type="checkbox"/> 2.5</div> <div><input type="checkbox"/> 2.6</div> <div><input checked="" type="checkbox"/> 2.7</div> <div><input checked="" type="checkbox"/> 3.1</div> <div><input checked="" type="checkbox"/> 3.2</div> <div><input type="checkbox"/> 3.3</div>	
Actions		Outcomes for learners		Timescales	Responsible	Measures of success	
All staff members will know what high quality learning and teaching looks like and be able to identify their own strengths and areas for development.		Learners will receive high quality, consistent experiences in their learning across all stages of the school.		June 2024 (Reviewed termly)	All staff AHT	<div><div>• Lesson observations will identify consistencies across the school in high quality elements of teaching and learning.</div><div>• All staff members will be able to identify their own strengths and areas for improvement in line with PUYP.</div><div>• Pupils will evidence high quality learning and teaching experiences through their attainment and Pupil Voice groups.</div></div>	
All staff members will participate in pedagogical research using PUYP to provide evidence and support for specific targets they set themselves.		Learners will be able to identify the effectiveness of their own learning and classroom		June 2024 (Reviewed termly)	All staff AHT	<div><div>• Teaching staff will be able to accurately identify and work on elements of their practice using PUYP.</div></div>	

This will include reading during collegiate time, deciding on a focus or action to be taken, implementing then evaluation the action.	environment modelled by teachers and staff members. They will receive improved learning and teaching experiences.			<ul style="list-style-type: none"> <li>All staff members will promote self-evaluation within the classroom using assessment strategies and pupil voice groups.</li> </ul>
All staff members will be asked to work in a group to further develop the learning and teaching strategy at Burghead Primary School.	Learners will be able to explicitly see consistencies across their classroom experiences and this will ensure they feels safe and secure, allowing them to make better progress.	June 2024 (Reviewed termly)	All staff AHT	<ul style="list-style-type: none"> <li>Groups/partners with similar areas for improvement or areas they'd like to build confidence with will be able to observe each other, give feedback and make improvements in a cyclical way across the year.</li> </ul>
All staff members will ensure that their classroom environment promotes our School Values and the UNCRC Promise to Learners.	Learners will be respected and able to demonstrate respect, building positive relationships which foster a happy classroom climate. This will lead to improved learner engagement and achievement.	June 2024 (Reviewed termly by RRS group)	All staff RRS group	<ul style="list-style-type: none"> <li>All classrooms will have a meaningful Class Charter displayed in the classroom. This will be signed by learners and staff and referred to regularly.</li> <li>The RRS group will monitor this, beginning their journey by using HGIOURS, led by a teacher to ensure appropriate processes are followed.</li> </ul>
Staff will finish their training on Epic 8 reading in order to ensure consistency across the school.	Learners will understand and use the EPIC strategies for reading to further improve outcomes.	December 2023	SfL Teacher All staff	<ul style="list-style-type: none"> <li>All staff will be able to confidently implement the Epic 8 strategies.</li> <li>Support staff will be able to support small groups using their knowledge and skills.</li> </ul>
Staff will use data to evidence improvements in learning and teaching and continue to strengthen teacher professional judgements.	Learner attainment will continue improve.	June 2024 (Reviewed termly)	All staff AHT	<ul style="list-style-type: none"> <li>All staff will participate in attainment meetings to ensure that robust evidence is gathered of attainment overtime and that any gaps are addressed as quickly as possible.</li> </ul>
Parents will be able to share in the quality learning and teaching experiences that learners receive.	Learners will be able to articulate their learning in a variety of ways.	June 2024	All staff AHT	<ul style="list-style-type: none"> <li>Shared learning will continue in P1/2 and P2/3.</li> </ul>

				<ul style="list-style-type: none"> <li>Open afternoons and class assemblies will provide opportunities for parents to see their child's learning across the school.</li> </ul>
Practice will be shared across ASG schools.	Learner experiences will be in line with those of other learners in the ASG.	June 2024	All staff ASG schools	<ul style="list-style-type: none"> <li>Moderation events will provide a forum to share practice (including twilight meets already in the WTA).</li> </ul>
				<ul style="list-style-type: none"> <li></li> </ul>
				<ul style="list-style-type: none"> <li></li> </ul>
<b>Evidence to support reduced bureaucracy/workload of teachers:</b> PYUP will be read and strategies implemented in line with the WTA. Moderation time has been included in the WTA. Time out of class where possible will be provided for teachers leading a group. Attainment meetings will occur with cover for classes.				

## MORAY COUNCIL: Education Department

### SCHOOL IMPROVEMENT PLAN



## Priority 2

*Summary of Priority:* **Curriculum – To further develop the numeracy and literacy curriculum with support from MIGs and ASG moderation groups with a view to providing a Moray-wide consistent experience for pupils.**

#### 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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Actions	Outcomes for learners	Timescales	Responsible	Measures of success		

Ensure a consistent approach in teaching spelling through use of wraparound spelling from P2	Learner confidence will increase in the security of a recognised structure for learning spelling. More active in-class approaches to spelling (away from homework) will ensure equity for all learners. A weekly, consistent timetable will create confidence in the learning approach.	June 2024	All staff AHT	<ul style="list-style-type: none"> <li>The Single word spelling assessment will show increased attainment. (To be implemented in August and March).</li> <li>More learners will engage with spelling strategies regularly. (Improvement in spelling across jotters).</li> <li>Lesson observations will demonstrate consistent use of Wrap around spelling.</li> <li>Focus groups will give feedback to ensure effectiveness of approach.</li> </ul>
Development of consistent talking and listening progression which is 'user friendly' and skills are clear to pupils.	Pupils can identify their own next steps in listening and talking and can record their own progress and success. Opportunities through class talks, class assemblies and open afternoons.	June 2024	AHT	<ul style="list-style-type: none"> <li>Focus groups – Learners will be able to articulate steps in taking and listening and give examples of progress.</li> <li>ACEL data and attainment meetings will demonstrate an improvement in listening and talking attainment.</li> </ul>
Effective teaching of numeracy using manipulatives where possible (at all stages) in line with Concrete, Pictorial, Abstract approach.	Learners will build their understanding of abstract topics using physical and visual aids and concrete resources.	June 2024	Teacher to lead (E Years)	<ul style="list-style-type: none"> <li>ACEL Data and SNSA data will demonstrate a deeper understanding of mathematical concepts. (SNSA data can be 'drilled down').</li> <li>Lesson Observations will provide an overview of the approaches being used in the classroom setting.</li> <li>Focus groups of learners will ensure that their voice is taken into account.</li> </ul>
MIGs will provide feedback to enable the school to further improvement elements of the curriculum.	Learner experiences will be in line with those of other learners in the Moray.	June 2024	Teachers AHT	<ul style="list-style-type: none"> <li>MIGs will successfully provide information to improve the school curriculum in several areas.</li> <li>They will provide a consistent approach to curriculum development.</li> </ul>

ASG moderation will provide opportunities to plan for assessment using a consistent approach and sharing curriculum progressions and ideas.	Learner experiences will be in line with those of other learners in the ASG.	June 2024	ASG schools Teachers AHT	<ul style="list-style-type: none"> <li>Planning for assessment will be an integral part of curriculum development. It will then be included in curriculum rationale and or/progressions.</li> <li>Sharing of good examples will be seen on each Team.</li> </ul>
<b>Evidence to support reduced bureaucracy/workload of teachers:</b> Moderation and SIP time used for developments already in WTA.				

## MORAY COUNCIL: Education Department

### SCHOOL IMPROVEMENT PLAN



### Priority 3

*Summary of Priority:* **Leadership/Partnerships – To promote leadership at all levels whilst developing partnerships within the school and wider 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

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
Relevant staff members will attend CP meetings regularly.	Learner CP meetings will be more effective because of accurate feedback face to face.	June 2024	All staff AHT	<ul style="list-style-type: none"> <li>Teachers and support staff will regularly be attending CP meetings.</li> </ul>		

				<ul style="list-style-type: none"> <li>All stakeholders will have a clearer understanding of individual learners on a holistic level.</li> </ul>
Staff members will take on a leadership role out with the classroom, where appropriate.	Learner experiences will be improved through leadership from their class teachers (who know them best).	June 2024	All class teachers AHT	<ul style="list-style-type: none"> <li>Teachers will take on leadership roles such as RRS, Eco and any subject areas they are interested in.</li> <li>Time will be given where possible for teachers to be supported to develop their leadership area.</li> <li>Teachers will consider leadership courses and be inspired by leading at a school level.</li> </ul>
Pupil Voice groups will be embedded into the school with a variety of partners e.g. support staff, teachers and parents	Learners will have a wide variety of partners within their pupil voice groups.	June 2024	AHT All class teachers	<ul style="list-style-type: none"> <li>Parent, teacher, support staff and community members such as councillors will be invited to join pupil voice groups.</li> </ul>
All classes will evaluate outdoor learning in pairs. Teachers will share practice and evaluate their own and each other's practice.	Learner experiences will continue to develop and improve in outdoor learning.	June 2024	All class teachers	<ul style="list-style-type: none"> <li>Classes will be outdoor learning in pairs.</li> <li>Teachers will be able to confidently share practice with others.</li> <li>A wider range of activities will build across the school with a view to a progression next academic year.</li> </ul>
Parents will have opportunities to volunteer within the school setting. The AHT will organise for targeted intervention to be supported by parents. Training will be given.	Learners will receive extra support or challenge in their learning.	June 2024	All class teachers AHT	<ul style="list-style-type: none"> <li>Parents will be in school to support some learning e.g. extra reading.</li> </ul>
Transitions from ELC to P1 and P7 into High School will be built on mutually respectful relationships with other schools.	Learners will transition in and out of Burghead Primary School successfully.	June 2024	AHT SfL teacher All class teachers All support staff	<ul style="list-style-type: none"> <li>ELC transition will be managed carefully with more sessions between nurseries and school across the year.</li> <li>P7 to S1 transition will be managed more carefully through thorough checking of deadlines.</li> </ul>



				<ul style="list-style-type: none"> <li>P7 teachers with support of the AHT will collaborate with other ASG primaries to provide opportunities for P7s across the ASG to come together.</li> </ul>
Intervention groups will be led by support staff where appropriate.	Learners under the PEF will receive targeted intervention where necessary to provide equity.	June 2024	PSA	<ul style="list-style-type: none"> <li>PSA will target some PEF learners across the school to improve outcomes for those learners.</li> <li>Data for PEF learners will improve.</li> </ul>
Parent Partnership will participate more fully in School Improvement priorities.	Learners will benefit from a parental perspective on the school's improvement plan.	June 2024	Parents AHT	<ul style="list-style-type: none"> <li>Engagement in SIP at parent evenings.</li> <li>Engagement in SIP at PP meetings.</li> </ul>
Some outside agencies will be used to target specific learners with attendance/behavioural challenges.	Learners currently unable to attend school full time will engage in learning in other ways.	June 2024	PSA Outfit Moray Council Wild Things	<ul style="list-style-type: none"> <li>PSA time may be able to be used to provide other opportunities for specific learners. E.g. cooking, gardening etc.</li> <li>Outfit Moray and/or Wild Things may be able to provide small group sessions for some pupils.</li> </ul>
Home/School Link worker time will be used effectively to target children with attendance issues.	Learners will have support in coming to school where they are find it difficult.	June 2024	Home/School Link Worker	<ul style="list-style-type: none"> <li>Learners will be coming to school more regularly.</li> <li>Attendance data will improve.</li> <li>Specific pupil attainment data will improve.</li> </ul>
<b>Evidence to support reduced bureaucracy/workload of teachers:</b> Cover will be given where possible. Flexibility in WTA will be considered when thinking about roles and leadership.				

