



Knockando Primary School Handbook for Parents

Live Learn Grow Together



learning to live
living to learn



The Moray Council Educational Services -
www.moray.gov.uk/education
Educational Services 01343 563374
Date of Issue: 15th December 2009

Inspire

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Include

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Improve

The information contained within this Handbook is correct at the time of publication, and is updated annually. This Handbook has been prepared by the Head Teacher, and follows guidelines set out by The Moray Council.

Notes for Parents and Carers booklet:

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 Education 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.

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INTRODUCTION

Dear Parents and Guardians,

Welcome to Knockando School which is currently a two teacher rural school set in the heart of Speyside amidst spectacular scenery.

Throughout this booklet you will find information about the organisation of Knockando Primary, our vision and aims and what we can offer you and your family. We hope you enjoy reading it and find the information we have selected useful. Should you wish any further information please contact us at the school. Our door is always open and we welcome parents, friends and visitors.

Our contact details are:

Knockando Primary School

Knockando

Nr Aberlour

Banffshire

AB38 7RY

Tel: 01340 810257

Fax: 01340 810623

Email: admin.knockandop@moray-edunet.gov.uk

<http://www.knockandopprimary.com>

The School Day

As with all schools in Moray, our children in P1 - P3 are in school for 22.50 hours per week. P4 - P7 children are in school for 25 hours.

Our class times are:

P1 - P3	09.05 - 12.30 13.20 - 14.45
P4 - P7	09.05 - 12.30 13.20 - 15.15
Morning Interval	10.35 - 10.55
Lunch	12.30 - 13.20

Knockando Primary School

The school is situated in a unique location, not far from Knockando Church and Cardhu Distillery. It can be found by turning off the main road between Archiestown and Knockando, at the turn-off to Cardhu Distillery.

The building was originally used as a Junior Secondary but is now a primary school. The building itself is of a traditional design and typical of small rural schools in Moray. The school has three distinct parts: the original stone building, a horsea hut; and a wooden annexe.

The teaching areas in the main building have been modernised to a good standard and comprise of a semi open plan area for the senior class and a very large classroom for the junior class. These areas are carpeted and decorated to a high standard. All classrooms have wireless network and Interactive Whiteboards.

The main building also houses toilets, cloakroom, staffroom an office and the Knockando Playgroup which runs every morning from 9.30am until 12.00 noon.

In the wooden annexe there is a very large airy classroom, a newly modernised library, the dining room and a modern spacious kitchen. The building is adjacent to the wild garden areas and the grass playground.

The Horsea Hut which recently has had new heating units installed is fitted out as a PE hall. Staff and pupils also have access to five a side football park.

There are two separate tarred areas; one is used as a playground and the other for parking. A full sized football field and a smaller grass playground can be safely accessed from the tarred area, on which is painted a range of children's games. Our children are encouraged to make full use of the facilities of the school.

Knockando is a very happy school where everyone is encouraged to work hard and to the best of their ability. We ask that our children are caring, responsible and sensible in their actions, so that everyone feels safe and secure.

Knockando School is a member of the Associated School Groups (ASG) for Speyside.

Visitors to the school

In the interests of child safety we ask that all visitors park in the car park when visiting the school and report to the main entrance at the front of the school. On arrival, please ring the bell and wait for someone to welcome you.

Should you wish to visit the classroom in the annexe please report to reception first.



The Moray Council

This statement commits Educational Services to the Purpose, Aims and Values set out below which should characterise the content, nature and style of working of every member of staff.

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

Our values:

- | | |
|------------|---|
| Balance | - Maintaining balance in our lives. |
| Respect | - Treating each other as we expect to be treated. |
| Trust | - Being open and honest with each other. |
| Commitment | - To ourselves, to each other and to our communities. |
| Service | - Delivering a service for the people of Moray. |

KNOCKANDO SCHOOL

Vision Statement: Live, Learn, Grow Together

Aims

Our aims are:

1. For pupils to be educated in a friendly, happy, caring and secure environment in which the school community works together to improve the effectiveness of the school.
2. To provide a wide variety of enjoyable and stimulating learning opportunities and experiences which allow the pupils to achieve their full potential - socially, emotionally and intellectually.
3. To prepare our pupils as citizens, in a climate of mutual trust and respect, which fosters responsible, considerate attitudes that recognise and respect the value and rights of all individuals.
4. For parents to be secure in the knowledge that their child is being educated in partnership with them, and that the best interests of their child are being catered for in all aspects school life.

KNOCKANDO STAFF - 2008 - 2009

TEACHING STAFF

Head Teacher	Mrs Mary Smith
Principal Teacher/ Junior Class	Miss Lynsey Goodall
Senior Class	Miss Fiona Burness
Senior Class	Mrs Patricia Main

VISITING STAFF

Support for Learning	Miss Helen Martin
Physical Education	Ms Sally Homer
Music	Mrs Alison Cook
Home Economics	Mrs Kay Cameron
Art	Ms Helen Wright

NON-TEACHING STAFF

Primary School Administrator	Mrs Dawn Bassett
Support for Learning Auxiliary	Mrs Fiona Laing
Support for Learning Auxiliary	Mrs Kate Nicoll
Classroom Assistant	Mrs Lorraine Todd
Classroom Assistant	Mrs Joan Reid
Playground Supervisor	Mrs Lorraine Todd
Lunch-Time Auxiliary	Mrs Lorraine Todd
Cook	Mrs Helen Cornes
Cooks Assistant	Mrs Lorraine Watt
Cleaner	Mrs Avril Smith
School Doctor	Dr Green
School Nurse	Mrs Linda Cordiner
School Chaplain	Rev Bob Anderson

KNOCKANDO PLAYGROUP

Playgroup Manager	Mrs Mhairi Walker
Play leader	Mrs Vivienne Farquhar
Assistant Play leader	Mrs Nicola Robertson

ADMISSION/ENROLMENT

'The Moray Council' admits entrants to Primary 1 at the beginning of the autumn term in August. Only those who have reached the age of five before the end of the following February are eligible for enrolment. Parents are informed through the local press when to come to school to enrol their child. Normally this is in late January.

Here at Knockando we arrange specific activities to involve our new intake in the school before they are due to start in August. These will include visits to the classroom to meet their teacher, joining the children for school lunch and possibly joining the school sports and outings. When children start in August they attend in the mornings only for the first week of the session.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, special educational needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Date is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors that influence pupil attainment and achievement.
- Target resources better.

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

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 aims to increase openness and accountability in the Public Sector by giving people a right of access to information held by Scottish public authorities. The Act applies to almost all public bodies in Scotland including local authorities, the NHS, colleges the Scottish Parliament and The Scottish Executive.

The Moray Council aims to make as much information as possible directly available to the public through its website and through its Publication Scheme. If you can't find what you are looking for then you can contact any department of the Council directly or complete an on-line form. The web site address in www.moray.gov.uk

Data Protection Act

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



SCHOOL UNIFORM

We are very proud of the fact that nearly every child in Knockando School wears school uniform. Although we cannot insist on this, we actively encourage everyone to wear it. The recommended uniform is as follows:

Grey or Black Trousers / Skirt or Pinafore
Burgundy Sweatshirt (School Name/logo)

White Shirt / Polo Shirt

Suitable Shoes

Also available (optional) Burgundy Jacket (School Name/logo)

Clothing Grants

You can apply for a clothing grant for your child if you are receiving the following benefits: -

- Income Support
- Income Based Jobseeker's Allowance
- An Income Related Element of Employment and Support Allowance;
- Child Tax
- , who do not receive a Working Tax Credit, and who have an annual income of below £16,040 (as assessed by the Inland Revenue)
- Support under Part V1 of the Immigration and Asylum Act 1999.

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a clothing grant for yourself.

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

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

Children are asked to bring appropriately labelled sportswear for PE and an old shirt for Art and Craft. Children find a PE bag (not plastic) useful for keeping their PE kit together. It is handy if a PE kit is kept in school all the time and taken home for laundering at weekends and holidays. Pupils should not wear their PE kit under their normal clothing, but should change before and after PE. Pupils without a PE kit may not be allowed to participate.



We ask that pupils do not wear jeans or items of clothing carrying slogans. Football attire may be worn at PE but not as items of clothing in the classrooms.

For health and safety reasons in the classrooms, we ask that pupil schoolbags be restricted in size to small backpack size i.e. 40 x 50 x 20 cm.

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.

(The above section Original source: Schools Directorate, Curriculum Division, The Scottish Government, Victoria Quay, Edinburgh EH6 6QQ. www.scotland.gov.uk)

Languages

Language is central to children's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children to communicate with others and to understand feelings, ideas and experiences.

The four main areas of Language have been identified as Reading, Writing, Listening and Talking but these are all closely connected and are not to be taught as separate subjects.

Reading

The teaching of reading is considered to be of great importance throughout the school. We aim to provide our children with opportunities to read for different purposes using a range of materials, such as poetry, short stories, plays, a variety of novels as well as newspapers, pamphlets, directories and of course, books providing information.

In the early stages Oxford Reading Tree provides a core of interesting and attractive reading experiences which the children really enjoy. As they become more competent readers Ginn 360 is introduced to extend vocabulary and to provide progressive opportunities for skill development. Supplementary readers from several sources including non fiction are provided to raise awareness of different genre and for extension and consolidation. We use also Star Reader and Accelerated Reader to further raise the profile of reading within the school.

Much emphasis is placed on the well stocked library to encourage reading for enjoyment. Children are encouraged to read for pleasure both in school and at home, and for this reason, school library books may be taken home.

Listening and Talking

Activities are planned which will encourage children to listen and talk individually or in groups for a variety of purposes and to respond to what they have heard. This could be by asking and answering questions, summarising and discussing plots etc. A variety of strategies are used by teachers to ensure that all pupils have an opportunity to contribute to discussions, to perform to audiences and to present their findings in a variety of appropriate ways.

On occasion our video camera may be used to record the performance of the children. By using the video as a teaching aid for peer and self assessment, the pupils can identify ways of improving their performance.

Writing

The teaching of writing is divided into three different genres of Personal, Imaginative, and Functional. These are further divided into specific categories. Before they begin a piece of writing pupils are given the opportunity to share their ideas with the class or talking partner and then make a written plan. Learning Outcomes and Success Criteria are discussed then displayed for reference during the lesson. Pupils are encouraged to evaluate their own work and also that of their peers according to the success criteria then make the necessary improvements and changes before the end of the lesson. Spelling, punctuation and presentation are essential components of successful writing and these are taught both formally and within the context of their writing lesson

Modern Languages

This session our Senior pupils are being introduced to German. The main aims are to offer them the opportunity to learn about and use everyday German in an informal and relaxed atmosphere. Areas covered include: introductions/greetings, classroom objects, days of the week, months, numbers, parts of the body and family members. The main emphasis is on the spoken word and opportunities for this are planned through enjoyable activities such as group and class games, craftwork and songs.

Mathematics

Mathematics and numeracy skills play an important role in our lives and are used in everyday activities such as buying food and clothes, keeping time or indeed tiling the kitchen floor. Children acquire knowledge and new skills more easily when they are actively involved in that learning process so by investigating real life problem solving activities pupils will develop a clearer understanding of mathematics. For example a Post Office or Cafe set up in a classroom creates opportunities for children to learn to count money and give change. Through the use of the Teejay Maths programme of work, supplementary materials and computer programmes we aim to provide children with a logical and structured progression. Mathematical skill development is a bit like building a house where each brick must be set on top of a very solid foundation to ensure a stable structure. We aim to ensure that our pupils have a sound understanding of our number system and to this end we believe that the acquisition of number bonds and times tables are essential along with the ability to compute mentally. The new Curriculum for Excellence guidelines identify the areas of maths we teach and suggest learning outcomes through which the children learn about number, money, measurement, shape, position, information handling and problem solving.

Social Studies

Environmental Studies covers many aspects and it is hoped that through these studies the pupils will develop enquiring minds and a caring attitude to other people and the world we live in. Some topics require visits to places of interest while others are enhanced by inviting members of the community and other speakers in to school to talk to pupils and share their experiences. The school grounds, garden and immediate surroundings provide a marvellous natural resource which is regularly used.

Our topics are planned to introduce pupils to aspects of history where they are asked to study people or things from another time and compare them with today. We ask children to look around and compare themselves and their surroundings with people from other countries and cultures. We ask them to look at what is happening around them, how everyone is dependent on each other, and how where they live often determines the type of work they do. This also introduces geography. We introduce science by asking children to investigate how things work and how they are made. While studying these subjects children gain new knowledge but, more importantly, because their learning is activity based, they practise many skills. They learn to research, to handle information, to record, to observe, to predict, to compare, to draw conclusions, to design and build and hopefully to develop positive attitudes. It must again be stressed that while the children are carrying out their various activities in the Environmental Studies they are practising the Language and Mathematical Skills mentioned earlier.

Religious and Moral Education

Much of our Religious Education programme is covered by the reading and telling of Bible Stories and finding out about other world religions. Many day to day issues are discussed in context, whether in school situations, or as a result of reading material. Prayers, regular visits by the school chaplain, assemblies and buddy times encourage pupils to develop self awareness, tolerance and respect for others.

When dealing with moral issues we are sensitive and always try to act in the best interests of the children. We hope that as a result of the work done in this area of the curriculum we will develop good citizens who are trustworthy, responsible, caring people.

Parents/Guardians have the right to withdraw their child from any religious education. More details on how to exercise this right can be obtained from the school.

Expressive Arts

The Expressive Arts encompass Art, Drama, Music and Physical Education. These subjects are vital in the development of creativity, imagination, and a personal response in each child. At Knockando we have talented visiting staff who have special training in these areas. Their specialism working along with the class teacher's knowledge of the children's abilities, means that an excellent partnership is formed. We encourage our children to experiment with and appreciate all the areas included in the Expressive Arts. By placing equal value on art, music, physical education and drama we hope to achieve these aims.

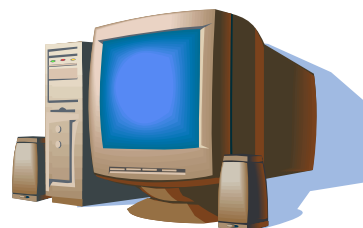


Technologies

ICT plays an increasingly important role in many areas of our lives therefore it is vital that pupils develop these skills in their early years. At Knockando ICT is embedded across all curricular areas and we continually update and improve our resources to provide appropriate learning experiences using digital technology.

Pupil use of Internet and E mail

All Moray schools are linked to a network which provides pupils with the facility for internet based research and communication with others. For internet access, parental permission is required.



ADDITIONAL SUPPORT NEEDS



Miss Helen Martin our ASN teacher works closely with class teachers to provide effective support for pupils in specific areas of the curriculum. She is currently in school for two half days each week.

The main role of an ASN teacher is to assist pupils with specific, identified educational needs. Pupils may at times be withdrawn from class to work with Miss Martin if individualised support is in their best interests.

Parents will be informed if Additional Support is to be offered to their child and they will be invited to school to discuss this with either the class teacher, Miss Martin or the Head Teacher.

The Moray Council and Knockando Primary are committed to working in partnership with parents and the 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.

ADDITIONAL SUPPORT ACT 2004

The Additional Support for Learning Act introduces a new statutory framework for supporting children and young people in their school education, and their families based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

The legal definition is:

“A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person”.

Additional support is therefore a different and much broader concept than the former one of “special educational needs” which it replaces. It does not define a small section of children as in some way being different or special. The concept takes full account of the social and educational context in which children grow and develop and applies to needs that are short term (e.g. a few weeks) as well as those that are more enduring. It is likely therefore that the majority of children and young people will need additional support at some point in their educational career,

Children and young people may require additional support for a variety of reasons which fall broadly into the following four themes or factors. Examples are provided under each factor but this is not an exhaustive list:

- The Learning Environment
For example: the ethos and relationships in the school; curriculum not suited to the child’s abilities and aptitudes; inappropriate approaches

to teaching; problems with physical access; language used in school different from that used at home.

- Family Circumstances

For example: homelessness or poor housing conditions; disability or ill health of family members; excessive burdens of care placed on the child and/or the family; need for care and protection; disruptions caused by family moves or changes in care arrangements; family break up or bereavement; drug or alcohol misuse.

- Disability and Health

For example: motor or sensory impairment; learning difficulties; mental health problems; specific developmental disorders; ill health.

- Social and Emotional

For example: bullying; experience of discrimination; poor social skills and understanding; impulsive behaviour; difficult relationships with others in the school; poor school attendance; anxiety.

A number of leaflets are available either in school or on the Internet

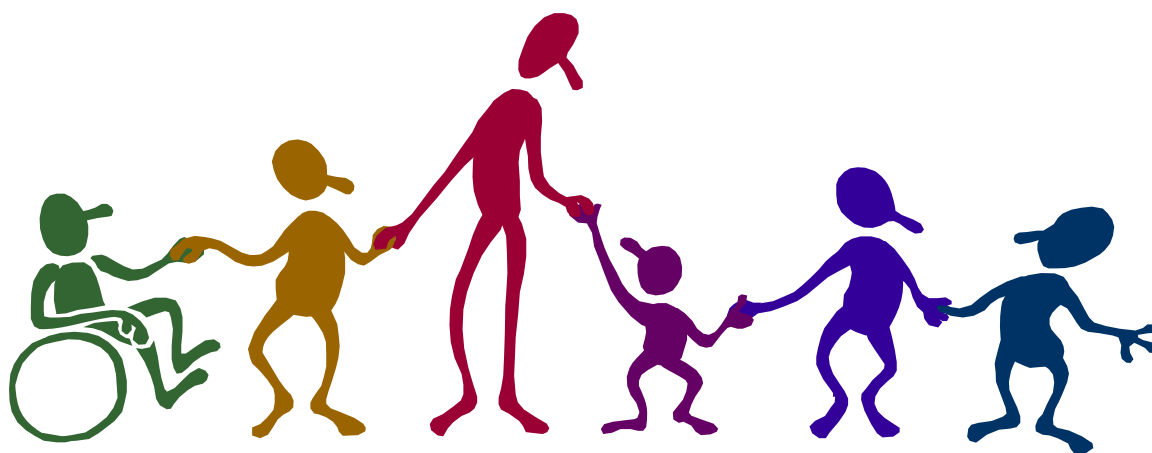
http://www.moray.gov.uk/moray_standard/page_42567.html

For further information and advice you can contact the Additional Support for Learning co-ordinator in Moray:

Paul Watson, Quality Improvement Officer (ASN)

The Moray Council, Council Offices, High Street, Elgin IV30 1BX

Telephone 01343 563119, e-mail paul.watson@moray.gov.uk



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.

ASSESSMENT

Assessment can be defined as:

Formative Assessment - which is assessment **for and as** Learning.

Through good classroom practice and methodology we are continually assessing the children in our care. Before we introduce new concepts we have to establish what the children already know and what they are capable of doing so that we avoid unproductive repetition or ask them to engage in tasks for which they are not yet ready. This is a form of assessment. Assessment is also the gathering of information that enables the teacher and the child to comment on progress and to establish what their next steps will be. It identifies areas of strength and areas of need and informs planning. Peer and self assessment are powerful tools which are used regularly in the classroom.

Summative Assessment - which is assessment **of** learning

This takes the form of end of unit tests and National Assessments. We select the correct test levels for the children based on continuous assessment before the test. We view the tests as a small part of our assessment programme. Individual results are confidential to the parents and the school.

Formal written pupil reports are completed annually and parents are given the opportunity to discuss these with teachers. Individual parent interviews are held once per year in the evenings, usually in the Spring or Summer term. In addition we have open days when parents and friends can come and join the children at work.

HOMEWORK

We believe that homework can provide a valuable opportunity for parents to work in partnership with the school. Your involvement gives children the reassurance of a consistent, positive attitude from both home and school. Homework activities provide further opportunities for individual work and encourage independent study habits where the children can take responsibility for their own learning.

Any homework given will be well within the capabilities of the child and should not take too long to complete. In the upper stage classes, homework is often set in advance with the children having several days or even a week to complete it. We would ask that parents ask their children and/or check homework notebooks to ensure that it is completed within sensible time scales.

Our spelling homework is part of progression of learning so the learning of spelling and any associated work will be set on a regular basis. We ask parents to check that their child is actually learning the words and not just copying as in a handwriting exercise.

Reading homework is set regularly from P1 to P7. This may involve reading to parents and discussing the content in the early stages whilst in the upper classes it may involve reading several chapters and answering comprehension questions to consolidate understanding.

Tasks relating to theme work may also be given for homework. This may involve finding out about aspects of a topic and making notes about a particular subject. It may involve preparing a talk for the group or class.

If pupils have not completed a piece of work within the allocated time in school due to talking or periods of inactivity they may be asked to complete it at home. We are grateful for your support in this matter. Homework should be checked by parents and signed. It is important that standards of presentation are maintained both at home and at school.

Promoting Positive Behaviour

We are committed to using positive attitudes towards our pupils, to praise rather than blame and to encourage honesty and integrity in all they do and say.

We want our school to be a welcoming place where children and their parents feel safe, valued, secure and happy. In order to achieve this we have a code of conduct based on respect, tolerance and consideration for others

The purpose of this code of conduct is to encourage pupils to have pride in themselves, have consideration and care for others and their property and to be aware of the wellbeing and safety of those around them. The code of conduct is discussed and reinforced at assemblies and in the classrooms in many different ways.

We also place a lot of emphasis on our partnership with parents and on the role that they play in assisting us to ensure that our school is a safe and happy place.

Our school ethos promotes respect from the individual and therefore any form of bullying is unacceptable at Knockando Primary and will not be tolerated. However, many perceived instances of "bullying" are often found to be merely children "falling out," squabbling or being unable to sort disagreements themselves. Care needs to be taken not to confuse bullying with typical childhood behaviour so if your child is experiencing difficulties with another child please do not assume immediately that it is "bullying."

It is important that parents

- Keep calm
- Avoid over reaction
- Let the children speak for themselves
- Tell the school

Bullying is a conscious and wilful repetitive act of manipulation and/or aggression by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause hurt.

To stop bullying we need to change the bully's behaviour – modifying behaviour is individual, complex and takes time.

The school policy on Bullying and Promoting Positive Behaviour is available on request from the school.

Code of Conduct

Classroom Rules

The following rules apply to all classes in our school. Each class will have its own amended form of these rules written in appropriate language for each age range.

The pupils of Knockando Primary should:

- carry out all reasonable instructions given by a member of school staff or by any pupil who has been given authority to issue instructions.
- have with them and use sensibly the books, equipment, materials and clothing which are appropriate for the work to be undertaken.
- accept that all staff are supporting them as they learn.
- behave towards each other in the same way as they would like to be treated by other people.
- take care of and respect their own, others' and school property.
- let their behaviour outside school reflect the same habits of courtesy and consideration for others which are expected in school.

Playground Rules

Whole school rules are in operation during lunchtimes and breaks. These periods are important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

However, wherever there are children, there will sometimes be disagreements. Children at Knockando should feel free to report their concerns to staff in the knowledge that these will be given due consideration. Before a follow up is started, the complainant should be given the chance to review his/her story and the part he/she played in the incident. The person or persons implicated will then also be afforded this same opportunity. The various accounts can be then compared and any discrepancies identified. Both parties are then given the chance to review their account.

Hopefully, during these investigations, children begin to learn how to relate to one another and see both sides of the argument.

We value our Supervisors and work in partnership with them to promote our Positive Behaviour Policy during lunchtimes and breaks.

If a child persistently fails to follow the Playground Rules he/she may be referred to the Head Teacher.

Whole School Rules are applicable in the following areas: the playground, the dining hall, the corridors and the toilets.

Children are expected to follow the school's code of conduct and for the most part we find that our children do so. However should a pupil find it hard to abide by this code they may be liable to various sanctions.

Sanctions

- Discussion about the issue and a verbal warning
- reported to the Head Teacher or Principal Teacher
- withdrawal of privileges
- parents/carers invited to discuss behaviour and agree future conditions,
- exclusion from school

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

RACE RELATIONS ACT

Educational Services has general and specific duties under the Race Relations Act section 71(1). The Moray Council is apposed to Racism. It is committed to taking all steps within its power to eliminate discrimination and racist incidents and to promote equal opportunities and good relationships amongst all communities. Educational Services is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. Educational Services strive to prepare all pupils for living in a multicultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners in the community.

The Moray Council has a Scheme for Race Equality and as part of that scheme Educational Services has a distinct Race Equality Policy. A copy of the policy is available to view in school, or on the Internet: www.moray.gov.uk/downloads/file41628.doc.

Full guidance on race equality strategies are contained within The Moray Inclusion File – “Race Equality”. Copies of this file are available to view in school, or on the Internet www.moray.gov.uk/moray_standard/page_43019.html

RACIST INCIDENTS

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

The Moray Council is a partner in the Grampian Racial Incidents Multi-agency Strategy group. All racist incidents must be recorded as a racist incident using the appropriate form. Parents, pupils or staff can ask to report the incident using the Racist Incident Monitoring Form at the school. Parents, pupils or users of Educational Services can report a racist incident to any of the other agencies involved in the Partnership. Guidelines for using the form and details of the Racist Incidents Strategy are available in all schools and educational establishments. Moray Council has provided schools with a “Happy to Translate Toolkit” giving instructions on how to access translators if required by parents or pupils.

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:

Paul Watson, Quality Improvement Officer (ASN)
The Moray Council, Council Offices, High Street, Elgin IV30 1BX
Telephone 01343 563119, e-mail paul.watson@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

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.

We expect our pupils to behave well on the bus and not to do anything that will cause the driver to be distracted from his job. Should a complaint be received from the bus driver, then the incident will be investigated in school and parents informed.

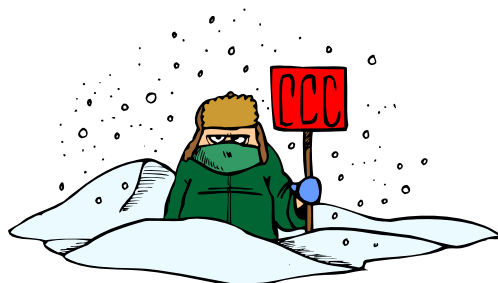
Pupils require to be at their pick-up point, waiting for the bus. The bus driver cannot wait for any child who is regularly late as this makes everyone else late. Similarly, the bus driver should not be expected to wait for a parent to arrive at the normal drop-off point.

In the interest of safety, messages cannot be accepted with regard to children alighting from the bus at anywhere other than their designated pick-up/ drop-off point. Should an emergency arise, then we will keep the children in school until arrangements can be made for the child/ren to be collected by a known adult.

Parents are requested not to leave children at school in the mornings until a member of staff arrives.

EMERGENCY CLOSURES

Children will never be sent home from school, for any reason, without parents, an emergency contact or a close neighbour being telephoned in advance. For this reason, it is most important that we have a telephone number and an emergency contact for each pupil. Please keep this up to date, and if you are not on the telephone, let us have the number of a close neighbour or relative.



EARLY MORNING ADVICE

In the event of snowy weather, the advice of the bus driver is taken about whether to transport children. A decision will be taken by the Head Teacher and a message will be placed on the School Telephone Information line by 7.15am. Please use this facility to see if there is a message regarding transport arrangements or school closure. If there is no message you should presume that transport arrangements will be as normal. Please check that the message is an up-to-date version.

See attached School Telephone Information Line.

However, you know your own circumstances best, so if you are in any doubt about the weather conditions in the morning, do keep your child at home and inform the school.

Should, for some reason, the bus fail to arrive, children should not wait more than fifteen minutes past their normal pick-up time. Please do not deliver your child to school, as transport may not be available for the return journey.

A copy of the contact number and PIN number for the school telephone information line will be re-issued every November.



School Telephone Information Line

Schools now have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the school.

When severe weather warnings are received your Head Teacher will keep the system updated. School information is also broadcast by Moray Firth Radio.

There are other features of this service which may be available for your school. These are described below.

This service also offers the following facilities:

Up to 10 general schools (non-urgent) announcements (option 3 below). Parents can leave non-urgent messages, which are forwarded to the school e-mails address in due course (option 2 below). If you have pupils at two schools option 4 below allows you to enter the PIN or the next school without re-dialling.

Instructions for Use - Telephone help line

Dial **0870 054 9999**

Enter your school's PIN number: **031310**

You will get a confirmation message: **"You have selected Knockando School"**

You will then enter a menu system:

- Press 1 - to hear severe weather information
- Press 2 - to leave a non-urgent message
- Press 3 - to hear general school information
- Press 4 - to enter a different school PIN number
- Press # - to end call

Please note should parents wishing to leave an urgent message please speak to someone at the school directly.

SCHOOL MEALS

The school meals cooked and served at Knockando Primary School are of a very high standard and are taken by most children in the school. Our lunchtime auxiliary, in keeping with our Dining room Conduct Guidelines, asks for good manners, and children are encouraged, but not forced, to eat a substantial meal.

Although meals are served in Knockando School Dining Hall, their actual provision, the collection of money and the issuing of lunch tickets, is the responsibility of Mrs Cornes, the school cook, who is employed by the D.S.O. Parents concerned about lost tickets should contact Mrs Cornes. She requests that payment be made by cheque (whenever possible) to:

'THE MORAY COUNCIL'

Any monies taken to school should be in a sealed envelope with any instructions clearly written on the outside. A book of 10 tickets can be purchased for £18.00 and individual tickets for £1.80. Mrs Cornes prefers tickets to be purchased on a Monday morning before 9am. Pupils will not be excused from class to purchase tickets.

Free School Meals

You can claim for free school meals for your child if you are receiving the following benefits: -

- Income Support
- Income Based Jobseeker's 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.
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420.
- Support under Part V1 of the Immigration and Asylum Act 1999.

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

Application forms are available from the school.

Packed Lunches

Should a pupil take a packed lunch, then he/she will eat lunch under supervision, in the dining room as directed by the Lunchtime Auxiliary. School eating and conduct guidelines will apply.



HEALTH

When a child becomes ill at school or has had a minor accident, our first priority will be to make the child as comfortable as we can. It may be simple first aid and a plaster, or it may be just a little bit of reassurance and comfort. However, should we feel that the parent's help is required, and then we will telephone the parent, the emergency contact, or the health centre in the case of an accident. We do, as a matter of course, try to contact the parents of any child who receives a head bump or major cut, so that they can be aware of the situation. In the case of a serious emergency, the Head Teacher will call an ambulance and then contact the parent. **Please keep your emergency contact up to date** so that if your child is in distress, we can help him/her.

We also ask that children who have been ill through the night or are complaining of sore ears, throats, tummies, teeth etc, are not sent to school but are given time to recuperate at home. Children with viruses should also be kept at home to minimise the spread of illness amongst children and staff.

Medicines in School

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

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 that, 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.

From time to time the school doctor visits the school to carry out routine eye and ear tests. In the case of new entrants a full medical examination is carried out. For this the parents of P1 are contacted by the Doctor and offered the chance of attending the medical examination. In addition, our Health Visitor visits the school on a regular basis to carry out routine inspections.

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 (truancy) or excluded from school).

Please notify the school on the morning of any child's absence before 9.30am. If contact has not been made we will contact parent/carers to check absence.

ABSENCE

If your child is to be absent from school due to illness, please telephone the school before 9.15am to let us know. If we have not heard from you by then, we will contact you to ensure that nothing untoward has happened. Too many unexplained absences result in the Divisional Office being informed. Absences are now recorded for regional statistics and these are published annually for each school.

Should parents remove their child/ren for a holiday, it is school policy that neither work nor books will be supplied by the teacher concerned.

If you have to collect your child for an appointment, please let us know in advance and come to reception first. We will then bring your child out of class to meet you. This ensures that the child is in the care of a known adult.



INSURANCE

No insurance cover is held by "The Moray Council" to provide automatic compensation of pupils in the event of personal accident or death. It is the parent's responsibility to insure the child for personal accident or death should that parent feel this 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 illness, injury, 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 this insurance position after an accident has occurred, however remote this possibility.

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 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 Social Work Department to determine what, if any, action needs to be taken. Under these circumstances, parents will not normally be consulted first".

PHYSICAL INTERVENTION

A copy of the "Physical Intervention Guidelines" is available at the school.

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 should 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 intervention 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 or 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.

SUPERVISION

In accordance with 'The Moray Council's Policy', we have a Children's Supervisor and a Lunchtime Auxiliary.

Our Children's Supervisor supervises the children on the school premises, including the playground, during break periods. Our lunchtime auxiliary has specific responsibility for supervision of pupils remaining on the school premises during the lunch interval, in particular within the school dining area.

BEFORE AND AFTER

Playgroup

As the playgroup meets several mornings a week in part of the school building, many of the children know the school and the staff before they start school. We try to ensure a good relationship with the playgroup and enjoy sharing experiences and events with them in an informal way. By doing this, it helps the transition from pre-school to Primary One.

Secondary School

Most pupils from Knockando transfer to Speyside High School at the end of Primary Seven. We try to ensure that this transfer is as smooth and stress free as possible and have regular meetings with staff from Speyside High School.

In addition, we welcome visits to school from all our secondary colleagues and encourage our older pupils to keep in touch once they have transferred to Secondary. The value of strong formal and informal links with our secondary schools cannot be overstressed as it is important that children, transferring from a rural school such as ours, do not feel overwhelmed and lost when they meet children from larger town schools. When our P7 receive their Speyside High Booklet, we help our children become familiar with its contents by completing our complimentary booklet which helps them study the information about their new school.

Associated School Groups within Speyside are:

Aberlour Primary School
Craigellachie Primary School
Glenlivet Primary School
Inveravon Primary School
Mortlach Primary School
Rothes Primary School
Tomintoul Primary School

Speyside High School is the local Secondary School.

SCHOOL COUNCIL

The following people have been elected to represent your interests:

Parent Representatives

Mr Alister Laing	-	Chairperson
Denise Gall	-	Vice-Chairperson
Mr Alasdair Anderson	-	Treasurer
Mrs Cindy Bothwell	-	Secretary
Mrs Vivienne Farquhar	-	Playgroup

Co-opted Members

Joan Reid

Teacher Representative

Miss Fiona Burness

Head Teacher (advisor)

Mrs Mary Smith

Members

Elaine/Martin Bain, Gillian/Sean Jones, Fiona McBain, David Noble, Stewart/Natasha Cottenham, Jude Hopkins, Sally Low, Keith Mitchell.

Meetings are held on a regular basis. Information and minutes of the meeting are displayed on the School Notice Board and web-site.

Pupil Council

Pupil Council Members 2009 - 2010

Emily Rattray	P3	Junior Class
Tom Noble	P3	Junior Class
Georgie Newlands	P3	Junior Class
Anne Mitchell	P4	Senior Class
Lauren Grant	P4	Senior Class
Kyle Jones	P4	Senior Class
Charlie Grant	P5	Senior Class
Callum Rattray	P5	Senior Class
Uma Dahl	P6	Senior Class
Frazer Younie	P6	Senior Class
Caleb Urquhart	P7	Senior Class
Felix Gooding	P7	Senior Class
Jack Mitchell	P7	Senior Class

TARGET SETTING - ATTAINMENT

The Scottish Executive through the application of the Standards in Scotland's Schools Act (2000) has identified five National Priorities which all Education Authorities must address and requires each Authority to set out its 'Local Improvement Objectives' in relation to these.

National Priority 1 - Achievement and Attainment:

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels of achievement including examination results.

Part of the process of responding to the national priorities requires local authorities and schools to set attainment targets, particularly in the areas of 'literacy and numeracy'. It is recognised that a number of factors can have a considerable effect on children's attainment. As a result, the Scottish Executive Education Department now have an expectation that these targets are realistic, ambitious and achievable. Moray schools therefore have set and agreed targets with the local authority taking into account the various factors that are likely to have an impact on attainment.

Targets may change from year to year depending on the changing circumstances of individual schools. Each school will establish a starting position for groups of pupils and then set realistic targets for these groups based on the range of assessment information, including 5-14 and SQA attainment measures, available to the school. Schools and the local authority will monitor pupil progress.

The Moray Council is committed to improving standards in literacy and numeracy and setting realistic targets for individual pupils.

5-14 Attainment levels for Knockando 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	76.9%	83.6%	75.9%	83.8%
Writing	61.5%	78.0%	69.0%	78.7%
Maths	69.2%	85.3%	72.4%	84.8%

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.

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

School: Knockando Primary School	Id No.: 300 - 5201829
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Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	47
Total School Running Costs at April 2009 (£)	180,334
Cost per Pupil (£)	3,837

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)	**	3,700	**	2,590	**	2,590	3,700	17,390
Percentage Authorised Absences	**	4.1	**	0.8	**	2.5	1.7	2
Percentage Unauthorised Absences	**	0	**	0.9	**	0	0.4	0.2

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	12.5	8.6

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.

EDUCATIONAL SERVICES

Information for Parents - Leaflets

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

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

Information for Parents Leaflets:

5 - 14 Curriculum

Adverse Weather

Attendance and Absence

Bullying

Central Support Services for Children with Special Needs

Home Education an outline

Home Education withdrawing your child

Exclusions

Financial Assistance for Parents and Pupils

Funded Pre-School Education

Instrumental Instruction and Moray Music Centre

Parental Involvement (Inc. Parent Council)

Primary School - Registration and Enrolment

Primary School - Deferred Entry

Primary School - Early Entry to School

Pupil Transport

S3 - S6

School Attendance and Absence

Structure of Primary Classes