Tomintoul Primary School Handbook 2024/2025

Moray Education, Communities and Organisational Development

To be as SMART as we can be

Responsibility Enthusiasm Achievement Learning

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 Moray Council.

Date of Issue: 6th December 2024

The Moray Council:
Education, Communities & Organisational Development

Education, Communities and Organisational Development is a single, integrated department which brings together Education; Social Work support for Children and Families; Community Care services for adults; and Lifelong Learning, Culture and Sports.

Notes for Parents and Carers Booklet

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

This booklet is also available in other languages.

Contents

LOUISE DAVIDSON
Head Teacher
Tomintoul Primary School
Cults Drive, Tomintoul, AB37 9HA
Telephone: 01807 580271
Email: admin.tomintoulp@moray-edunet.gov.uk
Twitter: @tomintoulp1
Website: sites.google.com/my.glow.scot/tomintoulprimaryschool

Welcome to Tomintoul Primary School! We pride ourselves on our friendly, welcoming and positive ethos. Our staff are committed to supporting the needs of all pupils. We encourage parents and the wider community to play an active role within the school.

We are a small rural school set within the Cairngorm National Park. We use our wonderful environment to support our learning and teaching. Our present roll is 28 children arranged into two composite classes – P1 to P3 and P4 to P7.

Our school serves the parishes of Tomintoul and Kirkmichael within Moray. Our catchment area extends northwards to Oyster Cottage on the Aberlour road, North West towards Avonside, north east to the Braes of Glenlivet and south into Glen Avon.

This handbook is designed to help in welcoming you to the Tomintoul Primary School community. However, if you would like to know more or would like to visit, please contact the school by phone or email and I will be more than happy to arrange an appointment with you.

Louise Davidson

Head Teacher

To be as SMART as we can be!

Contact Details

Contacting Tomintoul Primary School

Address   Tomintoul Primary School

Cults Drive, Tomintoul

Ballindalloch

Moray, AB37 9HA

Telephone Number   01807 580271

Email   admin.tomintoulp@moray-edunet.gov.uk

Twitter   https://twitter.com/tomintoulp1

Website   sites.google.com/my.glow.scot/tomintoulprimaryschool

School Information Line   0870 054 9999, pin code 031520

Our school catchment area

Contacting Moray Council's Education and Social Care Department

Address	Moray Council, Education and Social Care
	High Street, Elgin
	Moray, IV30 1BX
Telephone Number	01343 563374
The Moray Council Website	www.moray.gov.uk
Head of Education	Vivienne Cross

Contacting Our Associated High School

Address	Speyside High School
	Mary Avenue, Aberlour
	Moray, AB38 9PN
Telephone Number	01340 871522
Email	admin.speysidehigh@moray-edunet.gov.uk

Members of staff

Head Teacher	Miss Louise Davidson
Principal Teacher/P4-7 Class Teacher	Mrs Gwendoline Dumenil
P1-3 Class Teacher	Miss Jennifer Fraser
Non Class Contact Teacher	Mrs Maria Green
Support for Learning Teacher	Mrs Jo Carvell
Classroom Assistants/Pupil Support Assistants	Mrs Michele Birnie, Mrs Allana Galloway and Mrs Kim Irvine
YMI Instructor	Mrs Alison Gillies
Woodwind Instructor	Mrs Erin Carroll
Administrator	Mrs Dionne Sim
School Cook	Mrs Joan Milne
School Cleaner	Ms Glenda Flavin and Miss Zoe Stuart
Janitor	Mr Ian Ross

School opening times

School Opens	9.00am
Morning Interval	10.35 – 10.50am
Lunchtime	12.30 – 1.15pm
School Closes P1-7	3.00pm

Term Dates

Session 2024/2025		
Autumn Term	Starts	In-Service Closure: Monday 12 Aug 2024 In-Service Closure: Tuesday 13 Aug 2024 Wednesday 14 August 2024
	Ends	Friday 4 October 2024
Autumn Holiday	Starts	Monday 7 October 2024
	Ends	Friday 18 October 2024
Winter Term	Starts	Monday 21 October 2024 In-Service Closure: Monday 11 Nov 2024 In-Service Closure: Tuesday 12 Nov 2024
	Ends	Friday 20 December 2024
Christmas Holiday	Starts	Monday 23 December 2024
	Ends	Friday 3 January 2025
Spring Term	Starts	Monday 6 January 2025 In-Service Closure: Thursday 13 February Mid Term Holiday: Friday 14 & Monday 17 February 2025
	Ends	Friday 28 March 2025
Spring Holiday	Starts	Monday 31 March 2025
	Ends	Friday 11 April 2025
Summer Term	Starts	Monday 14 April 2025 Good Friday Holiday: Friday 18 April 2025 May Day Holiday: Monday 5 May 2025
	Ends	Friday 27 June 2025

Plus 1 occasional day holiday when the following schools will be closed:

Buckie High ASG	Elgin Academy ASG
Tuesday 6 May 2025	Tuesday 18 February 2025
Elgin High ASG	**Forres Academy ASG**
Tuesday 18 February 2025	Tuesday 18 February 2025
Keith Grammar ASG	**Lossiemouth High ASG**
Monday 2 June 2025	Tuesday 18 February 2025
Milne's High ASG	**Speyside High ASG**
Tuesday 18 February 2025	Monday 2 June 2025

Session 2025/2026		
Autumn Term	Starts	In-Service Closure: Monday 18 Aug 2025 In-Service Closure: Tuesday 19 Aug 2025 Wednesday 20 August 2025
	Ends	Friday 10 October 2025
Autumn Holiday	Starts	Monday 13 October 2025
	Ends	Friday 24 October 2025
Winter Term	Starts	Monday 27 October 2025 In-Service Closure: Monday 10 Nov 2025 In-Service Closure: Tuesday 11 Nov 2025
	Ends	Friday 19 December 2025
Christmas Holiday	Starts	Monday 22 December 2025
	Ends	Friday 2 January 2026
Spring Term	Starts	Monday 5 January 2026 In-Service Closure: Thursday 12 February Mid Term Holiday: Friday 13 & Monday 16 February 2026
	Ends	Friday 27 March 2026
Spring Holiday	Starts	Monday 30 March 2026 Good Friday Holiday: Friday 3 April 2026
	Ends	Friday 10 April 2026
Summer Term	Starts	Monday 13 April 2026 May Day Holiday: Monday 4 May 2026
	Ends	Thursday 2 July 2026

Plus 1 occasional day holiday to be agreed by 31 March 2025

Our Vision, Values and Aims

Each day we aim to encourage all of the children in our care to do as well as they can. We use the Tomintoul Smarts to promote achievement for all and everyone within the school community aspires to live and learn through our values to achieve our vision 'To be as SMART as we can be'.

Art Smart

Word Smart

Number Smart

Body Smart

Our Values

Responsibility

Enthusiasm

Achievement

Learning

Self Smart

Music Smart

People Smart

Nature Smart

Thinking Smart

Our Aims

Our school aims have been created by everyone in our school community and are linked to the four capacities of the Curriculum for Excellence.

- Successful Learners – to be involved, engaged and make progress with my learning
- Confident Individuals – to know my strengths, know when I need help and be able to ask for it
- Effective Contributors – to work together as a team and be welcoming and inclusive to all
- Responsible Citizens – to be responsible for myself and understand how my actions can affect my community and the wider world

Pupil Voice

At Tomintoul Primary, our Pupil Council is known as *'The Tomintoul Task Team'.* It forms the more formal mechanism for pupils to voice their opinions and help with school developments.

We are also a 'Rights Respecting' school. We currently have 'Bronze: Rights Committed' status and are working towards 'Silver: Rights Aware accreditation. The less formal systems such as digital profiles and day to day discussion with all staff members also allow pupils to express their opinions, contribute to the life and work of the school and to take some responsibility for their own learning.

House Teams

As part of our ethos to promote positive behaviour, we link achievements in the SMARTs to points for our three House Teams. The houses are Conglass, Strathavon and Tomnabat. There are two House shields - one for class work and one for sporting achievements.

Our end of term SMART awards

Our Curriculum Rationale

Our school is proud to work together as a team to support everyone's learning and wellbeing. Through our curriculum, we enjoy a wide range of experiences to develop our knowledge and skills. We work with our partners, including parents and the local community, to help us all to achieve in life.

World Book Day

Our Scottish Opera Viking Performance

Learning about sustainability with Generation Science

Our Curriculum

In common with all schools across Scotland, we adhere to the Curriculum for Excellence (CfE). You can find out more about it on the Parentzone website - parentingacrossscotland/the-3-18-curriculum. Tomintoul Primary provides engaging and active learning experiences within the eight curricular areas, whilst, at the same time bearing in mind the importance of the seven principles of CfE.

The Eight Curricular Areas	The Seven Principles of the Curriculum
▪ Expressive Arts Art, Music, Drama and Dance ▪ Health and Wellbeing P.E., Personal, social and emotional health ▪ Literacy and English Communication with others, Reading and Writing and Modern Languages (French and German for P5-7) ▪ Numeracy and Mathematics Number work and problem solving ▪ Religious & Moral Education Christianity, Other World Religions and values and beliefs	All learning must take account of these principles: ▪ Challenge and Enjoyment ▪ Breadth ▪ Progression ▪ Depth ▪ Personalisation and Choice ▪ Coherence ▪ Relevance

- **Sciences**
Understanding our planet

- **Social Studies**
Scotland and the world; past, present and future

- **Technologies**
Food, design and computing

Mountain Biking with
Outfit Moray

P1/3 visited the
Highland Folk Museum
as part of their learning
about the past

P4/7 enjoyed gorge walking at
the Bridge of Brown

When planning how each of these areas is taught, we have carefully considered how to make activities *challenging* and *enjoyable* and how to ensure that all areas are covered in such a way as to provide *breadth*, *balance* and *progression* for individual children. We seek, where appropriate, to create learning opportunities which combine more than one curricular area. We refer to this as inter-disciplinary learning (IDL). IDL is an important feature because it gives opportunities for pupils to acquire, practice and apply skills in realistic situations thus giving *relevance* to their learning. Through IDL pupils have more opportunities to make *choices* about their learning and to *personalise* what they do.

We enjoy learning how to play
musical instruments
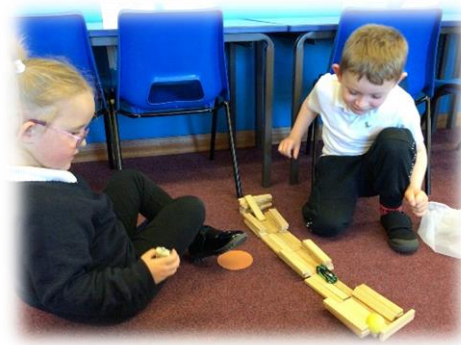
Teaching and Learning

At Tomintoul Primary School we base our teaching on our knowledge of the children's previous level of attainment and achievement. Our focus is to further develop the knowledge and skills of the children and progress their learning. We strive to ensure that all tasks set are appropriate to each child's level of ability. We plan our lessons with clear learning objectives. These are based upon assessment which leads to identification of each child's next steps for learning and are in accordance with the Experiences and Outcomes within CfE. Our planning contains information about the learning intentions, tasks set, resources needed and the way we assess the children's work. We regularly monitor and evaluate teaching and learning so that we can modify and improve our teaching in the future. We have high expectations of all children, and we believe that their work should always be of the highest possible standard.

Our Pupil Support Assistants, Classroom Assistants and Children's Supervisors sometimes work with individual children and sometimes work with small groups. We ensure we deploy them as effectively as possible.

Health Club enjoying making snacks

P1/3 learned to be engineers at their KAPLA workshop

Assessment, Achievement and Attainment

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the learning objectives for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson and use this information when planning for the next lesson. We also keep this information as a record of progress made by the class. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise attainment for all our children.

Summative Assessments

Summative assessments are those which check if learners can produce the right answer at a given time. For example, an end of week spelling test.

We use summative assessments when we need to set baselines for individual pupil's knowledge and understanding. These include the Scottish National Standardised Assessments (SNSA) that are completed by children in P1, P4, P7 and S3. This is part of Scottish Nationalised Standardised Assessments done by all children in Scottish state schools. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

Children and young people do not have to revise or prepare for these assessments. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail.

Formative Assessments

Formative assessments are those that take place as part of the lesson. Formative assessment strategies engage the teacher and learner in strategies such as sharing and understanding the learning intention of the lesson, questioning throughout the learning, on-going teacher, self and peer assessment and constant feedback to the learner on how they are doing and what they need to do next.

Our teachers are knowledgeable about a vast range of formative assessments strategies and employ these in ways that are relevant to particular learning situations and individual learners.

Additional Support for Learning

The Moray Council's department for Education and Social Care allocates levels of teaching and support staff to the school according to the additional needs of individual children in the school. This varies from year to year dependent upon the children enrolled at any given time. Our support for learning teacher, Mrs Carvell, plans collaboratively with the teachers to meet the needs of individual pupils.

When planning work for children who require additional support, we may use Individual Education Plans (IEPs) or Learning Profile and Strategies (LPS). An IEP sets out the nature of the need, and outlines how the school, in partnership with the pupil and parent, aims to address the need. It also sets out targets for improvement,

so that the school can review and monitor the progress of each child at regular intervals. A LPS, written with the child, identifies strengths and achievements, barriers to learning and strategies to support learning.

Celebrating Success

The Tomintoul Smarts enable us to set high expectations and celebrate success in its widest sense. Children have daily opportunities to reflect upon their learning and behaviour and to gain SMART points. There is an assembly every second Friday where achievements and successes in school and at home are celebrated.

Our Awards

- **The Dux Award** - Traditionally a Dux award in Scotland is presented for academic achievement. At Tomintoul School we consider that, in light of the values within Curriculum for Excellence, our Dux award should be awarded to the pupil who demonstrates that they strive towards our vision – To be as SMART as we can be!

- **The Creativity Award** - The creativity award was created by our Room13 art studio. It is awarded to the Primary aged pupil who staff feel has showed Creativity in all curricular areas throughout the year.

- **Community Award** – The community award is for the pupil who is working hard to support our school community and the local community.

Room 13

We have Room 13 which is a creative art and technology club which takes place once a week during term time. Children in P4 -7 have the opportunity to attend in blocks of 5 weeks.

Reporting to Parents

There are two Parents' Afternoons each year where parents and carers can discuss their child's progress. One is in November and one in Term 3. There are also two written reports – an interim report in October and a final report in Term 4.

Parental Involvement

We welcome parent volunteers in school. It is our policy that, if the volunteering is on an adhoc basis such as one art session, then the volunteer will not need to be disclosure checked but will be supervised by a member of staff at all times. However, if the volunteering is regular and frequent, a fully enhanced disclosure will be done through Police Scotland.

We have an active Parent Council supporting school and community events.

Open mornings and afternoons, assemblies and concert performances are a regular feature in the school. Each of these provides children with the opportunity to share their learning with parents, carers and friends.

Communication with parents and carers happens on various levels:
- Parents and carers are welcome to phone, email or call into the school at any time. If it is appropriate a member of staff may be able to answer their enquiry immediately or an appointment can be made.
- Newsletters are emailed home each month. These detail the main events which have happened or that are planned since the last communication and often include an update on learning. They always have a list of diary dates.
- Each year the school undertakes self evaluation and from the findings of this produces a 'Standards and Quality Report'. This report is presented to the Parent Council and then to the whole Parent Forum. (appendix 2)
- Following on from the Standards and Quality Report, the school produces a School Improvement Plan (SIP) which generally has 2 to 4 action plans designed to improve teaching and learning. Parents are made aware of the action plans and can request the full SIP. Throughout the year parents are informed

of the Plan's progress and may be asked to contribute to formulation of policy and procedure. (appendix 3)

Links with our Wider Community

Everyone in our community is interested in and joins with the school to celebrate special occasions and to help us raise funds for additional activities. Every year we invite local community members to a special performance of our Christmas Service and then invite them for coffee and mincemeat pies. We also have a range of social evenings and fundraisers throughout the year. Community members always come along to support us and we reciprocate by supporting their activities.

P1/3 enjoyed planting and harvesting

Bikeability Week with Outfit Moray was lots of fun

We have mutually beneficial links with the Crown Estate. They include us in many of their environmental initiatives and we enlist their help for outdoor learning opportunities such as pond dipping or garden maintenance. We also work with the Cairngorm National Park and Outfit Moray.

The fire, police and ambulance services all give us regular support when we are teaching the children about their health and wellbeing. These include visits to the fire station, fire safety talks and paramedics demonstrating basic first aid and internet safety and drugs education from the police liaison officer.

P1/3 learned about firework safety with our local firefighters

Religious Observance

There are Church of Scotland and Catholic Churches in the village and we have strong links with each of these. The minister and the priest each visits the school regularly and deliver an assembly. At Christmas time we have a school Nativity service for family, friends and the wider community. Parents considering withdrawing their child from religious education are encouraged to discuss this with the school prior to making a decision.

Promoting Positive Behaviour

At Tomintoul Primary, we value positive relationships and good behaviour choices. We recognise positive behaviour through certificates, collecting SMART points, through our 'positive post' and additional responsibilities in the school.

We follow our Golden Rules. These are:

We work hard

We listen

We look after property

We are honest

We are gentle

We are kind and helpful

At the start of the school year, pupils and staff create their class charter with consideration to the Golden Rules. These are revisited throughout the year. The charter is underpinned by the UNCRC and displayed in the class.

Most children behave respectfully and sensibly in school. However, some children may experience difficulty in managing their behaviour which can disrupt their own learning and that of other children. Such behaviours may also cause distress and upset. At Tomintoul Primary, we use an approach that promotes positive reinforcements, encourages pupils to reflect and engage with restorative conversations. We use our 'flame'

system to manage negative behaviour. This is explained below with examples of behaviours under each category.

1 = warning (giving an opportunity to reflect on behaviour)	2 = restorative conversation with staff	3 = restorative conversation with the PT/HT or parents' meeting with the HT
interrupting, name calling, silly distracting behaviours, careless with resources, cheating at games, not following instructions, disrespecting people's rights	bad language towards others, damaging resources, repeated yellow behaviours	physical violence, repeated orange behaviours

Parents should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to The Moray Council's department of Education and Social Care and the Police may also be involved.

Getting it Right for Every Child

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children, young people and their families based on a shared understanding of wellbeing. Most children and young people 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, GIRFEC 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 wellbeing indicators they are, to ensure that each and every child or young person gets the right support, at the right time, from the right people.

As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In primary schools this will usually be provided by the Headteacher. The Headteacher 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. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact your child's Head Teacher Miss Davidson either by phone, email or alternatively a letter marked for the attention Miss Davidson.

Partner Agencies

When there are concerns about the progress of individual pupils, the school will work with necessary partner professionals to provide additional support. Examples of professional partners are Speech and Language Therapists, Early Years Language Support Teachers, Behaviour Support Teachers, Social Workers and Educational Psychologists.

Child Protection

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

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

(United Nations Conventions on the Rights of the Child)

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

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Criminal Exploitation
- Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Harmful Sexual Behaviours
- Radicalisation
- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use

- Parental Mental Health
- Child Placing Self at Risk

Where school staff have concerns about a pupil, which suggests the possibility of abuse, these concerns will be passed on immediately to the designated Child Protection Co-ordinator in school, who will then discuss the concerns with a member of the Social Work Team. In these circumstances, parents will not normally be consulted first.

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland](#).

The categories of abuse are:
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure, ask for the Child Protection Co-ordinator in the School. In this school, it is Miss Davidson. They have received the latest training in Child Protection so that they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and/or Police can also be consulted outwith school hours if required (08457 565 656 out of office hours).

More information can be found on the Moray Child Protection webpage here: [Child Protection in Moray](#)

Anti-Bullying

We accept that bullying can take place in school and encourage children and their families to report incidents. We work with all concerned in a solution orientated way to investigate the reasons for such behaviour and to stop it from happening. A copy of our anti-bullying policy is available from school on request.

Enrolment to Primary One

Any child whose 5th birthday falls between 01.03.25 and 28.02.26 will be of enrolment age for primary 1 in August 2025. Children enrolling at Tomintoul Primary will usually be resident within its catchment area.

However, when registering their child, parents have the right to make a placing request so that their child may attend another school. On request the leaflet 'Placing Requests – A Guide to Parents' is available from the school or from the Moray Council website.

Induction to Primary One

Throughout the year we work closely with Tomintoul Nursery involving them in all special occasions such as the Nativity, fundraising or House Team activities. Senior pupils act as Buddies to the nursery children. After the Easter holidays we begin the formal process of induction for new entrants to primary 1. The primary 1 teacher will visit the nursery to meet the children in their usual working environment. In addition to this, the children will visit the primary 1 classroom. Parents will be invited to an individual parent/teacher meeting to discuss their child's entry to primary 1. The Senior Early Years Practitioner from nursery passes transition documentation to the primary 1 teacher.

Induction to High School

Pupils progressing from Tomintoul Primary are within the catchment area for Speyside High School, Aberlour. However, parents have the right to make a placing request so that their child may attend another school. On request the leaflet 'Placing Requests – A Guide to Parents' is available from the school or from the Moray Council website. Pupils who transfer from Tomintoul Primary to Speyside High School take part in the Small School induction days with children from Glenlivet, Craigellachie and Knockando Primaries and then three full induction days at Speyside High School. Pupils with additional support needs may take part in an enhanced transition to High School and this would be discussed with individual children and their parents or carers. Prior to their transfer, the primary 7 teacher passes documentation relating to individual pupils to the High School.

Small School Transition outdoor learning event

New Pupils

We are delighted to welcome new pupils to our school whatever age and stage they are at. Anyone considering placing their child at Tomintoul Primary should contact the school office to arrange an appointment to meet with the Head teacher. During the meeting prospective pupils and parents will be able to ask any questions they have and will be shown around the school and have the opportunity to meet with teachers and support staff. You can enrol your child online at Admissions Procedure - Primary School

Concerns and Complaints

Tomintoul Primary is a very happy school. However from time to time parents and carers do have concerns or complaints. When a concern arises, parents and carers should contact the school and make an appointment. Most often concerns are addressed at this stage and a resolution is reached. If a resolution cannot be found, the school has a complaints procedure which is brought into practice.

Absence and Attendance

Good attendance is imperative in supporting pupils to achieve their full potential. If, for unavoidable reasons, a child is absent for short periods of time, parents and carers should let the school know before 9am, either by phoning, emailing or via the Parent Portal. If no reason for absence has been given, the school will phone the parent, carer or emergency contact before 9.30am.

The school will do its best to make up for the learning opportunities missed. For longer term absence due to ill health, the school will work with home tutors or hospital teachers to provide whatever level of teaching the child is able to cope with.

The poster below gives information about when to keep your child off school. If you are unsure, please contact the school or nhsinform.scot to check.

Advice from the Scottish Executive is that holidays taken in term time, other than for exceptional circumstances, should be considered as unauthorised absence.

Should I keep my child off school or childcare?

✓ Yes

Illness	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and vomiting	48 hours after their last episode
Cold and flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the advice on NHS inform if they've tested positive for COVID-19
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet fever	24 hours after they started taking antibiotics
Whooping cough	48 hours after they started taking antibiotics

✗ No

but make sure you let their school or childcare know about...

Hand, foot and mouth	Head lice	Threadworms
Glandular fever	Tonsillitis	Slapped cheek

Parents and carers can find further health advice on **nhsinform.scot**

Emergency Closures

On some occasions it is necessary to close the school at very short notice. In this case it is important that the school can contact parents or their nominated emergency contact. A letter requesting emergency contact information is sent to all parents at the beginning of each academic session.

When there is an emergency closure the Head teacher will keep parents, carers and staff informed through the School Information Line, Twitter, The Moray Council Website and Moray Firth Radio: Emergency Closures

School Uniform

There is a school uniform that all children are encouraged to wear. It consists of:

- Grey or black skirt or trousers
- White or pale blue polo shirt
- Navy sweatshirt

Sweatshirts and fleeces can be bought from the school office. At present sweatshirts are priced from £9.50 (December 2024). Children should have a change of shoes for indoors. For PE each child requires shorts or tracksuit trousers, a t-shirt and gym shoes or training shoes. However, children are welcome to wear navy sweatshirts or jumpers purchased elsewhere. Children should have a change of shoes for indoors. For PE each child requires shorts or tracksuit trousers, a t-shirt and gym shoes or training shoes. Details about the entitlement to school clothing grants are available on The Moray Council's website Clothing Grants

School Meals

Meals are prepared each day in our own school kitchen. The children choose their meal each day using the electronic iPay Impact system. Parents can also pay through this system. You will be given information on how to register for this service when your child starts school. At the time of writing, school meals for P6-7 cost £2.45. School meals are provided free of charge for all P1-5 children. Details about the entitlement to free school meals are available on The Moray Council's website Free School Meals

Most children have a school lunch but some choose to bring a packed lunch. All pupils sit together in the dining room and will be supervised by a member of staff. We believe that good table manners are important and expect and will encourage all children to be polite, chat sociably to those next to them and to use cutlery properly.

School Transport

Free home to school transport is provided to pupils who reside in excess of two miles from the zoned school. Currently, we have two school buses serving children living in the Braes of Glenlivet, the Lecht Road and Avonside. You can apply for school transport online at School Transport

Medicines in School

A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document 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. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

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 Data Protection Statement

Privacy Statement

Tomintoul Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect include:

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and

their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

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

Data about when and where they go after they leave us

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

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services. When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Tomintoul Primary and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Tomintoul Primary School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the Moray Council's Information Management webpages.

Sharing personal data to support Wellbeing

In addition to the above, Tomintoul Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

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

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

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

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

Thank you for taking the time to read our school handbook.

Please don't hesitate to contact the school if you have any further questions.

Appendix A – Useful Phone Numbers

<table>
<tr><td colspan="3">Moray Council
Education, Communities & Organisational Development

Address: Council Office, High Street, Elgin IV30 1BX
Telephone: 01343 563374   Hours: 8.45am - 5.00pm Monday to Friday
Email: education@moray.gov.uk   Website: www.moray.gov.uk</td></tr>
</table>

Updated 14/08/2023

Moray Council A-Z		
Active Schools	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
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 education@moray.gov.uk
	Website:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html

Moray Council A-Z		
Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability & Inclusion	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Race & Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html

Appendix 1 – Using the School Information Line

Calls to the information line will be charged at 2p per minute plus you call providers usual access charge.

1. Dial 08700549999
2. Enter PIN number 031520
3. Confirmation message 'Tomintoul School'
4. Enter menu

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

The Moray Council's School Closures Website: Moray Council Service Status

Moray Firth Radio   Tune in to 97.4, 96.6, 96.7, 102.5, 102.8FM and 1107AM or search for us on your DAB radio

School Context and Overview

Tomintoul Primary is a small rural school, with two classes (P1-4 and P5-7), set within the Cairngorm National Park. It is paired with Glenlivet Primary. Motivated and enthusiastic staff, supportive parents and partnership working with the local community are real strengths of the school. There is a strong children's voice in school improvement, curriculum and the life and work of the school. We have good links with the Crown Estate and Cairngorm National Park and regularly work together, for example tree planting, transition events, teambuilding activities. We also work with the Tomintoul and Glenlivet Development Trust – this year on a community Scottish Opera project.

Our vision is 'to be as SMART as we can be!" We use our Tomintoul SMARTs to recognise our successes and achievements. Our School SMARTs are based on the theory that everyone has lots of different ways of being intelligent. Through our SMARTs we encourage our children 'To be as SMART as they can be'.

Our values are embedded in our curriculum. They are Responsibility, Enthusiasm, Achievement and Learning.

Rationale
Our school is proud to work together as a team to support everyone's learning and wellbeing. Through our curriculum, we enjoy a wide range of experiences to develop our knowledge and skills. We work with our partners, including parents and the local community, to help us all to achieve in life.

Our Aims
• Successful Learners – to be involved, engaged and make progress with my learning
• Confident Individuals – to know my strengths, know when I need help and be able to ask for it
• Effective Contributors – to work together as a team and be welcoming and inclusive to all
• Responsible Citizens – to be responsible for myself and understand how my actions can affect my community and the wider world

Priority 1

Developing Our Writing Programme

Following on from the literacy priority in 2022/23, a new progressive writing programme will be developed which links well with the school's progressions.
Meta skills and technical targets will be embedded.

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:
☐ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Leadership ☒ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☒ Curriculum and assessment ☒ School and ELC Improvement ☐ Performance Information	☒ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting ☐ Priority 5 – Improving CECYP outcomes	☐ 1.1 ☒ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5 ☐ 2.1 ☒ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7 ☐ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

The new writing programme has been written and some genres have been piloted by the children across the school.
This programme has supported teaching and support staff with understanding writing and given more confidence when teaching. Some teachers felt that it has in turn reduced their planning time.
Across the school, there is increased confidence from the children in writing, including those who find writing challenging. The children are sharing their ideas and skills with each other more.
The younger pupils are showing a better insight of grammar points.
Across the school, the children's writing is much richer.
There is improved peer assessment as a result of the children's better understanding of writing. They can specifically identify the criteria.

Next Steps

The whole programme is now ready to use in session 2024/25. As a staff, we will monitor the impact through and moderation the impact on the children's learning in writing and across the curriculum. As we have more moderated examples from the children using our new writing programme, models will be added.

Priority 2

Introducing Meta Skills
Meta skills will be introduced across the curriculum and be progressive from P1 to P7.
Children will be able to talk about the skills in the context of their learning and future careers.

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:		
☐ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Leadership ☐ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement ☐ Performance Information	☒ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting ☐ Priority 5 – Improving CECYP outcomes	☐ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☒ 2.7	☐ 3.1 ☐ 3.2 ☒ 3.3

Progress and Impact

The meta skills have been introduced to all the children across the school via assembly and learning in class. The skills have been added to some progressions (literacy, numeracy, HWB, RME) to highlight links that teachers can use when planning. Children are beginning to use the language of the meta skills, for example in their reflections. P5/7 attended the Speyside Skills Fayre in March 2024 where they met employers and were able to apply the meta skills they learned to different careers/jobs. Across the ASG, P7 have started profiling the meta skills and visited Speyside High as part of induction to be introduced to how the profile will be developed as they move to the high school. P7 are now teaching the P5/6 children how to set up their profiles and add evidence. During November parents' afternoon, the children made a display to introduce parents to the meta skills. Parents were given a leaflet with information about each skill. More information is also on the school website.

Overall, the children are positive and enjoying learning about the meta skills and transfer these to other aspects of their learning in and outwith school. In P1/4, the children are talking about the meta skills they used in their play and reflecting on meta skills during peer assessment. P5/7 have used the meta skills to reflect on their learning in their learning logs and end of term SMART reports shared with parents.

Next Steps

To develop the understanding of the meta skills further and embed in the school, the children will work together to create a meta skills interactive mural in the GP Room (accessed by all children). P4/7 will begin profiling in August 2024 using the meta skills in place of the current learning logs. This will be shared with parents weekly – we will gather the views of the parents on the new profiling approach with the view to extend this further to support formal reporting in future. Staff will continue to use the language of the meta skills in class. As part of SIP 2024/25, we are developing our learning for sustainability approach – this will include the meta skills and how we embed them into our social studies curriculum.

Priority 3

Developing Our Outdoor Spaces

With support from our parents, we plan to develop the quad into an outdoor play area for the early years. The woods area also needs improving.
The school garden also needs upgrading and, working in partnership with the children, plan how it can be best used to support teaching and learning.

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:		
☐ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Leadership ☐ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement ☐ Performance Information	☒ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☒ Priority 4 – Corporate Parenting ☐ Priority 5 – Improving CECYP outcomes	☒ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☒ 2.7	☐ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

This year, P1/4 have been developing our quad area. They have created an outdoor space for the class to use with time resources, a stage area, opportunities for digging/planting and space to create and investigate. The children have really enjoyed this outdoor space. Within the composite class, it has allowed groups of children to access the area while others are busy in the classroom.

The children across the school have also been busy putting bark under our climbing frame. This has been a great opportunity for the children to give up their time to be responsible and support the school community. The climbing frame is again safe to use and being enjoyed by all children.

Throughout the year, each group P6/7, P4/5 and P1/3 have been developing the school garden. The P6/7 children made a plan for how it would look and which resources would be needed to make it an enjoyable learning space. The P6/7 researched herbs/flowers suitable for our area and planted them. They also spent time weeding and tidying up the space. P4/5 made resources and upcycled what we already had. They also laid bark. P1/3 have been weeding, making a fairy garden and thinking about other learning resources. All children are proud of the garden and using it more at playtimes and lunchtimes too.

Next Steps

Going forward, P1/4 will continue to develop and use the quad. Consider how the space can be used to extend prior learning.

The school garden will need to be looked after – lunchtime gardening club and afternoon clubs to maintain the space. It would be good to plant crops such as berries, lettuce and potatoes to make the garden more sustainable.

MORAY COUNCIL: *Education Department*

SCHOOL IMPROVEMENT PLAN

Priority 1

Meeting Everyone's Needs

This priority will focus on staff development around ASN, looking at our environment to further meet the needs of all the learners and working with all children so everyone has an understanding of neurodiversity.

Key links to Moray Education Priority Area(s):			
	☐ Leadership of change and empowerment	☐ Learning, Teaching and Assessment	☒ Raising achievement and attainment
	☒ Ensuring wellbeing, equality and inclusion	☐ Curriculum	☐ Self-evaluation for school improvement

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☒ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Leadership ☒ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☐ Curriculum and assessment ☐ School and ELC Improvement ☐ Performance Information	☒ P1: Overcoming challenges – disability, neurodiversity ☐ P2: Tackling child poverty ☒ P3: Improving CYP mental wellbeing ☐ P4: Strengthening family support ☒ P5: Improving CECYP outcomes	☐ 1.1 ☐ 1.2 ☒ 1.3 ☐ 1.4 ☒ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☒ 3.1 ☒ 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Teacher and Support Staff Professional Learning - Use the Inclusion Framework as PL text for teachers and support staff – reading for staff meetings. Implement ideas and strategies to support learners.	Staff will have a better understanding of the diverse needs within the school and be able to support all learners to reach their full potential	From August – *this is likely to take more than one year*	Lead by HT with all staff responsible for reading and	• HWB questionnaires (Nov and May) • ACEL data • Staff discussions

			implementing ideas	
Circle Framework Training – refresh training around the Circle Framework with strategies to be used in class.\n\nTracker for each class using Circle Framework – tracker in place for each pupil to be updated and discussed at least termly.	Universal support for all. Recognising the needs across the classroom (e.g. environment, structure and routines, attention and concentration)	Training – August 2024\n\nTracker in place to be updated termly	HT and all teaching staff	• Circle Framework trackers and discussion with all staff supporting children\n• Observations of staff using the strategies from the Circle Framework to support learners
Introduction of Talk Boost at early level – PSA and P1/3 Class Teacher will be using Talk Boost over a period of 10 weeks – 3 sessions per week to support talking and listening skills.	Increased talking and listening skills at early level supporting development of phonics	August – October 2024	P1/3 teacher	• Outcomes for children – P1 SNSA\n• Observations – group skills, listening and talking skills
Attendance – what are our driving forces and barriers? – Looking at how we can support parents with attendance (staff and the Tomintoul Task Team)	Increased attendance	From August 2024	HT	• Monthly attendance statistics
Teacher CLPL focus on neurodiversity – each member of teacher staff has a PL focus in 2024/25 – this will be shared across the staff at school:\nHT – The Promise and CECYP\nPT - ADHD\nCT – autism and neurodiversity\nASN teacher – sensory passports and numeracy strategies	Staff will have a better understanding of the diverse needs within the school and be able to support all learners to reach their full potential	From August 2024	All teaching staff	• Staff completed their PL and shared with others\n• Strategies in place to support neurodiversity
Training time and check ins for PSAs - PSA meetings will be for training around the	All staff with a good understanding of development needs across the school	From August 2024	HT	• Staff attended all training sessions\n• Staff supporting and understanding needs across the school

Inclusion Framework. Time for PSA check ins				
Create a calm space in GP Room – Use part of the room to create a calm space that can be accessed as required. Resources available to support children in the space.	Accessible space to support health and wellbeing	From August 2024	HT with Tomintoul Task Team	• Calm space created and accessed by learners
Learning for all children around neurodiversity – shared in class and in assembly. Books for children to access on neurodiversity	Enable children to develop tolerance and understanding of others	From August 2024	HT, ASN teacher and CTs	• Assemblies to share learning around neurodiversity • Children's work around neurodiversity including posters in calm space • Observations of HWB and interactions • HGIOURS discussions

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Evaluations from staff and children – HGIOS 4 (1.3, 3.1, 3.2) and HGIOURS (Themes – Our Relationships and Our Health and Wellbeing)

Priority 2

Learning for Sustainability

This priority will focus on updating our social studies programme – ensuring a LfS approach taking into account BRL, meta skills, RRSA. Changing our social studies programme for a more learner and context based approach.

We will also be further embedding meta skills by introducing profiling across P4/7.

Key links to Moray Education Priority Area(s):	☐ Leadership of change and empowerment	☒ Learning, Teaching and Assessment	☒ Raising achievement and attainment
	☒ Ensuring wellbeing, equality and inclusion	☒ Curriculum	☐ Self-evaluation for school improvement

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☐ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy		☐ School and ELC Leadership ☒ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement ☐ Performance Information	☒ P1: Overcoming challenges – disability, neurodiversity ☐ P2: Tackling child poverty ☐ P3: Improving CYP mental wellbeing ☒ P4: Strengthening family support ☐ P5: Improving CECYP outcomes	☐ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☒ 2.7	☐ 3.1 ☒ 3.2 ☒ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Social Studies Programme Update – Viewing our social studies programme from a Learning for Sustainability approach. Embedding meta skills, global goals, our wider community, outdoor learning. Making the curriculum further context based. Review our 3 year programme.	Creation of an inspiring social studies programme that will motivate and interest more learners. Supporting all learners to thrive in the world and develop skills for life.	Ongoing from August – ready to implement fully in 2025/26	HT with all teaching staff	• New social studies programme in place • Enthusiasm of the learners
RRSA – work towards Silver Accreditation – re-establish the steering group to take forward RRSA and achieve silver accreditation.	Understanding and ownership of rights of a child.	Ongoing from August	HT and Steering Group	• Working towards achieving RRSA Silver accreditation – evidence compiled by steering group • Understanding of rights across the school
Embed meta skills further – embed the meta skills in our social studies curriculum and as part of the language used in school. Develop an interactive meta skills mural with all children.	Able to transfer skills across curricular areas. Identify their strengths and next steps.	Ongoing from August	HT and all teaching staff	• Continued understanding of the meta skills – discussions with staff and children • Meta skills mural in place and being used

Profiling for P4/7 pupils – use online profiles to reflect, identify next steps and gather evidence of learning. Throughout the year, gather the views of children, staff and parents of the impact and accessibility of the profiles. These will replace the current learning logs.	Children able further reflecting on their learning, sharing their learning with home. Platform to gather evidence.	From August	HT and P4/7 CT	• Evidence in profiles • Discussions with children around learning and their profiles • Views of all in our school community - questionnaires
Introduce Global Goals – through assemblies, the whole school will be introduced to the Global Goals. Links will be made to other learning such as RRSA and LfS.	Children will be introduced to the global goals and how they affect their lives.	At assemblies and in class from August	HT and PT	• Understanding through discussion of the global goals.

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Impact from changing curriculum – HWB of learners and questionnaires to gather impact. New social studies programme in place.

RRSA – move towards Silver Accreditation – children's understanding

Staff development around Global Goals

HGIOS – 2.2/2.3/3.2

Priority 3

Digital Technologies

This priority will focus on our technologies programme and progressions. We will also be promoting our website to parents and our community – for example including children's work, updates from children about what's happening in school. There will be PSA training around digital technologies and how best to support learners. Looking at digital technologies to support all learners.

Key links to Moray Education Priority Area(s):	☐ Leadership of change and empowerment	☒ Learning, Teaching and Assessment	☒ Raising achievement and attainment
	☐ Ensuring wellbeing, equality and inclusion	☒ Curriculum	☒ Self-evaluation for school improvement

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:

☐ Placing human rights and needs of every child and young person at centre	☐ School and ELC Leadership	☒ P1: Overcoming challenges – disability, neurodiversity	☐ 1.1	☐ 2.1	
☐ Improvement in children and young people's health and wellbeing	☐ Teacher and practitioner professionalism	☐ P2: Tackling child poverty	☐ 1.2	☒ 2.2	
☒ Closing the attainment gap between the most and least disadvantaged children	☐ Parent/carer involvement and engagement	☐ P3: Improving CYP mental wellbeing	☐ 1.3	☒ 2.3	☐ 3.1
☒ Improvement in skills and sustained, positive school leaver destinations for all young people	☒ Curriculum and assessment	☐ P4: Strengthening family support	☐ 1.4	☐ 2.4	☒ 3.2
☐ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Improvement	☐ P5: Improving CECYP outcomes	☒ 1.5	☐ 2.5	☒ 3.3
	☐ Performance Information			☐ 2.6	
				☐ 2.7	

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Promoting our website to parents and our community – our website has a lot of useful resources and we would like to increase its use. Discuss with the Tomintoul Task Team – include children's work, regular updates from children about school, sharing our achievements	This will be a resources we can lead parents to which will support learning and discussions around learning at home.	Ongoing – working together to ensure the website is regularly updated	HT and Tomintoul Task Team	• Questionnaire – baseline and end of school year • Resources available on the website
Update our technologies progressions and programme – incorporate the resources and lessons from Learn Tech into our technologies progressions. Ensure all links and resources are up to date and supporting our learners	Children will have progression learning in technologies from P1 to P7.	From August	PT	• New progressions in place
Investigate technologies to support all learners – investigate resources that may support learners e.g. resources for children with dyslexia	Children who require extra support within learning will access the resources they need to achieve	From August	PT	• Discussions with children and staff using new supportive digital technologies

Parent internet/game safety event organised by children – 'sharing the learning' – children to learn more about internet safety and share this learning with parents.	Children and their families will have a greater understanding of how to keep safe on the internet and while gaming.	From August	HT and CTs	• Turn out for our 'sharing the learner' event • Feedback from children and parents
P4/7 Profiles – use online profiles to reflect, identify next steps and gather evidence of learning. Throughout the year, gather the views of children, staff and parents of the impact and accessibility of the profiles. These will replace the current learning logs.	Children able further reflecting on their learning, sharing their learning with home. Platform to gather evidence.	From August	HT and P4/7 CT	• Evidence in profiles • Discussions with children around learning and their profiles • Views of all in our school community - questionnaires
PSA digital training – Training for PSAs to fully support learners in the classroom e.g. Word/Glow/Using digital profiles. Initially gather need from the staff.	PSAs will be further able to support learners using technologies – enabling progression through the curriculum and achievement for all.	From August	HT	• Discussions with PSAs around increased confidence with technologies • Observations

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Success of Profiles - Feedback from parents around our website and the P4/7 digital profiles (questionnaire to be sent out)/Children's feedback around profiling.

HGIOS – 2.2/ 2.3/3.2