



"Aye Afloat"

# Portknockie Primary School



Moray Council Education, Communities & Organisational Development  
01343 563374 / [www.moray.gov.uk](http://www.moray.gov.uk)

Date of Issue: 8 December 2023

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

## Contents

Data Protection Act.....	3
Alternative formats.....	3
Introduction .....	4
Staff at Portknockie Primary .....	5
Welcome to Portknockie Primary School .....	6
Getting it Right for Every Child (GIRFEC) .....	7
Child Protection .....	8
Enrolment and Transferring.....	9
Procedures for contacting the school.....	11
Photos of School Life.....	12
Parental Involvement Opportunities .....	13
The School's Successes over the year .....	15
School Ethos.....	16
In the Playground.....	17
Rules & Discipline.....	18
Assemblies .....	20
Religious and Moral Education .....	20
Curriculum for Excellence .....	21
Personalisation, Choice and Achievement .....	25
Practical Information .....	27
School Term Dates .....	29
Vision, Values & Aims .....	30
Appendix A.....	32
Appendix B .....	34
Appendix C – Policy Statement – Mission and Values.....	42

## **Data Protection Act**

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 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.

## **Alternative formats**

For alternative formats, languages or further information, please ask an English speaking friend or relative to:

Phone: 01343 563319

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

Write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX

## Introduction

Head Teacher

Miss Karen Murray

School Telephone Number

01542 840244

E-mail

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

School Information Line:

0870 0549 999 PIN : 031440

School Address:

Portknockie Primary School

King Edward Terrace

Portknockie

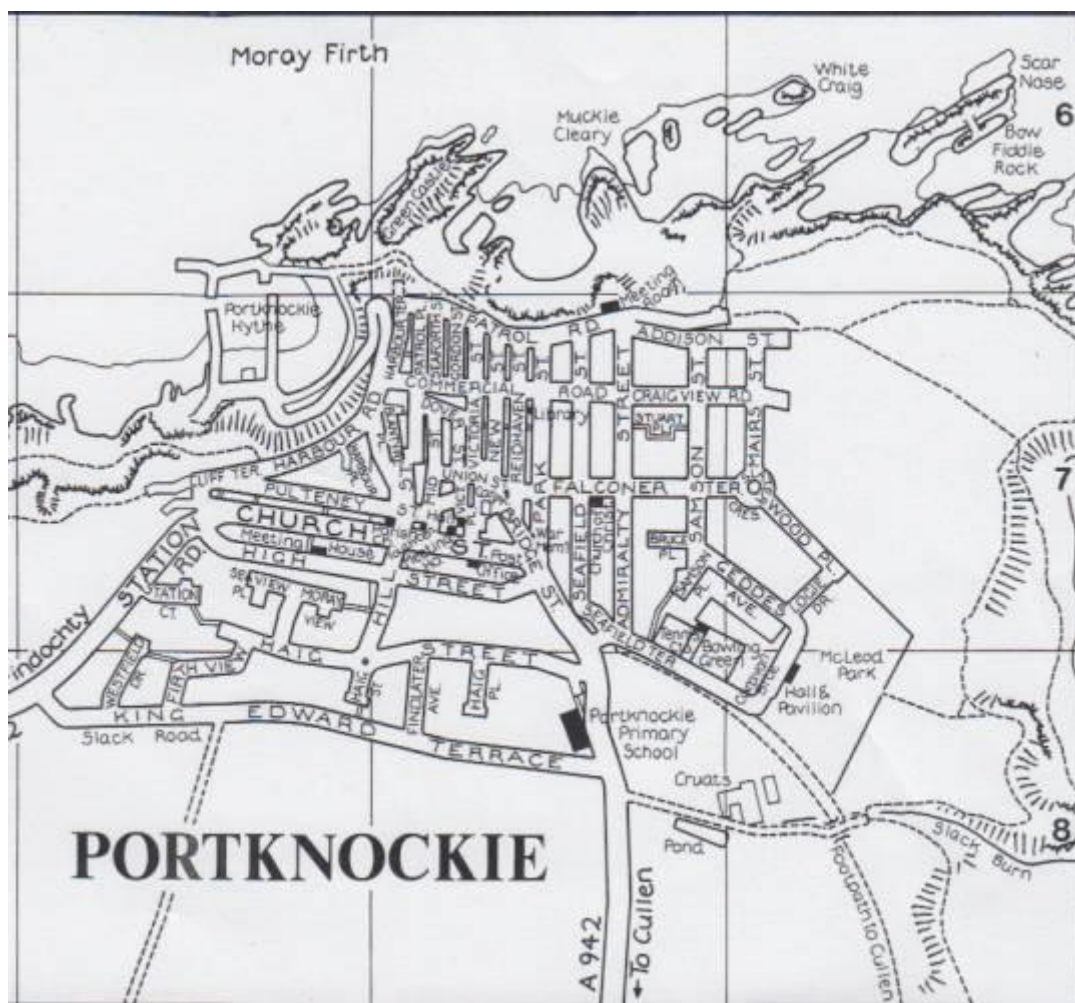
AB56 4NX

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

School Opening Times

	Morning	Interval	Lunch	Afternoon
Whole School	9.00 - 12:30	10:40 - 11:00	12:30 - 13:15	13:15 - 15:05

## PORKNOCKIE



Updated August 2021

*Portknockie Primary: A caring community, having fun, aiming high and learning together.*

## Staff at Portknockie Primary

Head Teacher	Miss K Murray
Class Teachers	Miss L Murdoch (P1/2/3)
	Miss C Main (P4/5)
	Miss C Mowat (P6/7) (Principal Teacher)
SfL Teacher	Miss K Murray / Mrs R Bruce
Pupil Support Assistants	Mrs D Ferguson
Classroom Assistants	Mrs T Mair
	Mrs V Donaldson
Children's Supervisor	Mrs E Wood
	Mrs D Ferguson
School Administrator	Miss E Cowie
Janitor	Mr A Innes
Canteen Supervisor	Mrs L Kyle
Canteen Assistant	Mrs Antoinette
Cleaning Staff	Mrs E Wood
	Mrs D Ferguson

## Welcome to Portknockie Primary School

This booklet is designed to be a brief guide to Portknockie Primary School and as such I hope you find it useful.

Portknockie Primary School provides an educational service to children from Primary 1 through to Primary 7 (ages 4 years – 12 years). We are a non-denominational primary school with a current roll of 67 pupils.

Portknockie Nursery, the school's Moray Council Partner Centre, is within the school grounds and provides care and education to children from ages 2 years to 5 years.

The school has been an integral part of the village since it opened in 1876 and we are proud of the links we have with the local community.

There are extensive grounds around the school including a car parking area, raised flower beds, tarred playing areas and a large grass area which is used for outdoor play and PE activities. Our playground has painted games to encourage children to play cooperatively.

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

At the start of each session parents are given a list of holiday dates and the names and roles of all staff in the school.



## Getting it Right for Every Child (GIRFEC)

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 Head Teacher or Depute Head Teacher. The Head Teacher or Depute Head Teacher 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 or Depute Head Teacher either by phone, email or alternatively a letter marked for the attention of your child's Head Teacher or Depute Head Teacher.

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 website [www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html). This booklet is also available in other languages.

## Child Protection

### *Child Protection Indicators*

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 \(2021\)](#).



## **Enrolment and Transferring**

The intake of Primary 1 children takes place in August each year and children who will be five years of age on, or before, the last day of February of the following year are eligible for admission.

In January a notice is placed in the local newspapers, which informs parents about the enrolment dates. Apart from the school brochure, every parent enrolling a child for P1 will be given a separate induction package. There will also be a number of opportunities for both children and parents to visit the early stages department.

The first few weeks in a new school can be difficult for children and their parents, and it is important that a good start is made in building up relationships. Members of staff in Portknockie have experience in ensuring that new pupils arriving at the school are handled sensitively. This is helped by close links with our partnership group, Portknockie Nursery.

### **New pupils**

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

### **Transfer from other schools**

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

### **Nursery**

Portknockie Primary does not have a nursery class however we have close links with Portknockie Nursery which is a Moray Council Partner Centre. Portknockie Nursery is located within the grounds of the Primary School and can accommodate up to 20 children. Nursery children come in to the school occasionally for joint activities with our early years pupils.

The contact details for the nursery are:

Nursery Manager: Miss A Cuthbert

Telephone: 01542 841825

Address: Portknockie Nursery, King Edward Terrace, Portknockie AB56 4NX

Email: [ptknursery@gmail.com](mailto:ptknursery@gmail.com)

### **Play**

Play is acknowledged as an essential part of the primary curriculum, particularly at the early stages where it could be described as a child's 'work'. It provides a focus for children to explore, and to learn about sharing materials and ideas. Encouraging children to be curious helps them to gain an understanding of their world, and through play this is non-threatening. The ways in which children learn through play are discussed more fully at P1 induction sessions.

## **Moving onto Secondary Education**

At the end of Primary 7, pupils move onto their secondary education. Most children at Portknockie move onto Buckie High School. There are a series of information meetings for parents and pupils held during the latter part of Primary 7. There are induction days at the High School so that pupils become familiar with the school, its layout and some of their new teachers. It is also an opportunity for pupils to meet children from other schools who will be starting their first year at High School with them. There are enhanced transition opportunities scheduled for pupils who have additional needs which need to be supported.

The contact details for Buckie High School are:

Head Teacher: Mr Neil Johnson

Tel: 01542 832605

Address: West Cathcart Street, Buckie, Moray AB56 1QB

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

## Procedures for contacting the school

Parents can contact Miss Cowie, the School Administrator, on 01542 840244 to ask any enquiries or to advise the school of your child's absence. Miss Cowie is available in the office on a Monday and Tuesday 8:30am to 3:20pm and Wednesday 8.30am to 12.30pm.

You can use the school telephone information line to hear about any school announcements e.g. in the event of severe weather closing the school.

## Absence

If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the school office in the morning **by 9.30am** to explain the reason for absence. This can be done by calling 01542 840244 or you can email [admin.portknockie@moray-edunet.gov.uk](mailto:admin.portknockie@moray-edunet.gov.uk). It is parents/carers responsibility to advise school of any absences.

## Family Holidays during Term Time

Advice from the Scottish Executive is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents need to inform the school about such holidays, and each case will be considered on its merits.

## School Telephone Information Line

Parents can access an information line for the school: (Calls to this number will be charged at 2p per minute service charge plus your call providers access charge)

- Dial 0870 054 9999
- Enter school pin: 031440
- You will hear the confirmation message "You have selected Portknockie School"
- Enter the menu system
  - Press 1 - severe weather information \*
  - Press 2 - to leave a non-urgent message (when school not open)
  - Press 3 - to hear general school information
  - Press 4 - to enter a different school PIN
  - Press # - to end call

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

## Concerns and Complaints

Portknockie Primary has an open door policy, which means that parents/carers are welcome in the school at any time, signing in at reception first. If however, parents/carers wish to discuss something in depth they are invited to contact Miss Murray to discuss further or to make an appointment.

## Photos of School Life





## **Parental Involvement Opportunities**

At the start of each session parents are informed about the arrangements for the formal reporting of each pupil's progress. Formal reporting is undertaken in the following ways – a written report, parents' interview evenings and when necessary, regular meetings. Parents also have opportunities to see their child's progress by attending class events, assemblies and whole school performances.

We wish to fully involve parents in their child's education. In November and April we have teacher/parent appointments with the purpose of discussing your child's progress and setting targets for learning throughout the school year.

We have an 'open door' policy, which means you are welcome to approach the school office to request an appointment, to speak to a teacher or other member of staff at a mutually convenient time.

Parents and friends are welcome helpers around the school and in classes. This enables us to foster the home and school link and to broaden the curriculum. We aim to communicate effectively with parents, and to work in partnership with them.

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

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

Please continue to support your child's learning at home. Allow time to complete reading and other homework in an environment that is free from distractions. Discuss their learning with them, and do not hesitate to add any comments you have about their learning, when you sign their reading records or homework.

## **Parent Consultations**

At Portknockie, we value the opinions of our parents and members of the community. We consult with a sample of people before making important changes and putting new policies in place.

## **Parent Organisations**

Portknockie Primary has a Parent Council which holds a publicised AGM yearly. We are fortunate in being well supported by a great team of parent representatives on our Parent Council.

We recognise that parents are the first and foremost educators of their children and know them best. We strive towards promoting parent and school partnership and the Parent Council exists to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils and the local community
- report annually to the parent forum.

We work closely together to benefit our pupils in many ways. For example, our council supports us by providing money for school trips, helping to run events in school, organising a Summer Fete, and in other ways that are of benefit to the school and pupils.

### **School Information**

Parents/carers can request access to the School Improvement Plan and annual Standards and Quality Report at the school office. A range of information leaflets and parent guides to the curriculum are available in the reception area.

If you wish further information, please do not hesitate to contact the school personally or by telephone.

### **School Improvement Plan**

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

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

1. Developing learning and teaching in line with the Moray Standard;
2. Developing a reading culture across the school;
3. Developing the curriculum with continued emphasis on links across curricular areas and literacy, numeracy and health and well-being.

## The School's Successes over the year

Full details of the school's successes and achievements are available from the School Office.

Achievements continue to be celebrated regularly through weekly assemblies, presentation of certificates and stickers, out of school achievements displays in our foyer and celebration of events in local newspapers.



Information on Portknockie (and other schools) performance can be obtained at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>



## School Ethos

Full details on Portknockie Primary School's '***Visions and Values***' statement is available in **Appendix C**. We aim to inspire, include and improve educational experiences for all of our pupils and we promote positive behaviour.

Every child in this school is an important person with particular interests and needs. To ensure that the school is a happy, secure and successful place for our children we need the support, understanding and interest of parents. The purpose of the school handbook is to give an overview of the school and the education it seeks to provide.

## RESPECT

### **What does respect look like?**

Good eye contact with adults and peers

Putting hands up

Showing good manners towards adults  
and peers

Always walking in and around the school

Caring and sharing!

Eat with your mouth closed

Demonstrate good table manners

### **What does respect sound like?**

"Please" and "Thank you"

Knock on the door, "Excuse me,  
please!"

Laugh with people, not at them

Say "Sorry"

Use appropriate language

"Pardon?" (not Eh?)

Busy buzz!

Children are expected to follow the school rules. Generally, children are made aware that they are responsible for their own actions, and that breaking rules will lead to consequences. Parents must note that this may result in exclusion from school.

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

## In the Playground

### Portknockie Primary Perfect Playtimes

#### Look like

Playing together  
Games of chases and football  
Smiling happy faces  
Small groups having fun  
Running and skipping games  
Tidy playground – no litter  
No one alone  
Friendly people

#### Sound like:

Lots of laughter  
Chatting  
“Pass the ball!”  
Giggling  
Birds singing  
Happy voices, “Hooray!”  
Noisy  
Whispering and shouting

#### Rewards

Well done and a smile for sensible play  
Regular use of playground toys (rota)  
Whole school park play times (weather!)

#### Consequences

Yellow card – verbal warning  
Red card – sent inside to HT / Responsible person  
Time out rest of that break time and both breaks next day  
Red card repeat – within one week  
Sent inside  
Parental contact  
In for up to five days  
Please note: A “first time refusal” leads to a *Red Card Repeat*. Defiance towards staff leads to a *Red Card Repeat*

## Rules & Discipline

To achieve our aim of promoting good working attitudes, self-discipline and effective learning, a calm and purposeful atmosphere in and around the school is essential.

We expect children to observe the following:

- Politeness to each other, members of staff and visitors is the first step towards becoming acceptable members of society.
- Care of, and respect for school property and materials ensures that everyone benefits fully from school resources.
- Following instructions and behaving responsibly in rooms, corridors and the playground are necessary to ensure the safety of everyone.
- It is reasonable to expect children to walk at all times within the building and to behave in such a way that they are not interfering with or distracting others.
- Bullying, kicking, throwing stones and any other kinds of anti-social behaviour which may cause injury, are dangerous and unacceptable. The school operates a zero tolerance policy for inappropriate behaviour, including bullying.

Our policy is to encourage children to be honest about their role in any situation and we emphasise that if we withhold the truth we can only make a bad situation worse for everyone involved. We believe in a positive approach towards behaviour management but where this fails sanctions will be enforced. When a child's attitude or behaviour is giving cause for concern parents will be contacted at an early stage to discuss possible strategies to support the pupil.

## Sanctions

Children are expected to follow the school rules. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions, **or may in serious cases of indiscipline, lead to exclusion.**

- verbal warnings for persistent misbehaviour
- reported to the Head Teacher
- withdrawal of privileges
- parents / carers asked to discuss behaviour and agree next steps
- support in school and from other agencies
- exclusion from school

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to education, communities & organisational development services, and the police.

## **Bullying**

Incidences of potential bullying will be taken very seriously. We will try to help children to resolve any issues that arise and parental involvement will be sought if it is deemed necessary. Please contact us if there is a matter causing your child concern. Portknockie Primary has an Anti-Bullying Policy. Anyone wishing to read a copy should contact the school office.

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

## **Assemblies**

Assemblies are held regularly in our school and parents are welcome to attend. Assemblies are presented by the head teacher, classes and visitors and incorporate relevant events throughout the year.

We use our assemblies not only for religious observance but also to promote sound moral values. Special assemblies, open for anyone to attend, are held in Portknockie Church at Christmas and Easter.

## **Religious and Moral Education**

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

- Beliefs
- Values and Issues
- Practices and Traditions

Where parents exercise their legal rights to withdraw their children from RME, their wishes will be respected and the children will be treated sensitively. To make these arrangements, please forward a letter to the Head Teacher stating your reasons for this request.

At the end of session an end of term assembly is held. This is a celebration of the school's work over that year. It is an opportunity to celebrate the effort and achievement of our pupils and staff. A variety of people from the community are invited to attend this ceremony. The final awards from our individual award scheme are made at the ceremony along with the presentation of a variety of school house and individual awards which form part of the tradition of our school.

## Curriculum for Excellence

**Curriculum for Excellence** (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work**.

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

You can also access further information about the curriculum and supporting your child on:

[www.education.gov.scot](http://www.education.gov.scot)

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

## Curriculum Levels

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

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

As a very general guide, children are expected to be at Second Level, and beginning to learn and develop at Third Level, as they make the transition from Primary into Secondary Education. Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependant on individual circumstances and needs.

## Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using interesting topics e.g. Vikings, World War 2, Minibeasts, etc. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills. The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.

### Key areas of Education

**Literacy** across learning,

**Numeracy** across learning and

**Health and Wellbeing** across learning

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

**Outcome** - describes **what the learning will achieve**. E.g. Knowledge, understanding, skills, awareness and attitudes.

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

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

The Seven <b>Principles</b>	The Eight <b>Curriculum Areas</b>
<p>all learning must take account of these principles:</p> <ul style="list-style-type: none"><li>• <b>Challenge and Enjoyment</b></li><li>• <b>Breadth</b></li><li>• <b>Progression</b></li><li>• <b>Depth</b></li><li>• <b>Personalisation and Choice</b></li><li>• <b>Coherence</b></li><li>• <b>Relevance</b></li></ul> <p>This is to ensure children's development is useful and meaningful</p>	<p>containing a range of subjects:</p> <ul style="list-style-type: none"><li>• <b>Expressive Arts</b> Art, Drama, Music and Dance</li><li>• <b>Health &amp; Wellbeing</b> Personal, social and emotional health. Also P.E.</li><li>• <b>Literacy and English</b> Communicating with others. Reading, Writing and Modern Languages</li><li>• <b>Numeracy and Mathematics</b> Number work, Problem Solving</li><li>• <b>Religious and Moral Education</b> Religions, values and beliefs.</li><li>• <b>Sciences</b> Understanding our planet</li><li>• <b>Social Studies</b> Scotland and the World; past, present and future.</li><li>• <b>Technologies</b> Food, Design and Computing.</li></ul>



## **More about Literacy and Numeracy**

### **Language**

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

- **Listening** - Children need to be taught to listen well, especially to the opinions of others if they are to fit in socially. We help children to increase their concentration span.
- **Reading** - The ability to read is one of the basic requirements of an education for life. There is a high emphasis placed on developing good reading and comprehension skills
- **Writing** - The conventions of written language – punctuation, spelling, and handwriting – are best taught from the children's own work so that the mistakes they make become the teaching points. It is also important for children to produce written work that is relevant, effective, functional and imaginative. This will come through theme work in the class and will be from first hand, imagined or created experiences.
- **Talking** - We aim to encourage good articulation skills so that the children have the ability and confidence to express appropriately their ideas, opinions, questions and answers in any situation or company.

### **Modern Languages in the Primary School**

In line with other schools in the Buckie ASG we offer French throughout the school, and German to senior pupils.

### **Mathematics**

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

In Portknockie the practical activities, necessary for children to fully understand computation, will come first. Children need to practise orally and in written form to ensure that they can access mathematical facts quickly and accurately. Mental maths is given a high priority in our school.

### **Expressive Arts**

- Art and Design
- Drama
- Music
- Dance

Through the expressive arts we allow children to explore, express and create aesthetically in ways that are satisfying to the individual. We encourage children to achieve high standards by displaying work around the school and by holding public performances, which allow the children to demonstrate their skills, abilities and talents.

We have visiting teachers who come to Portknockie weekly. P4 – P7 children benefit from specialised teaching in Art and PE.

## Technologies

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

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



## Health and Wellbeing

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

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

## Varied Learning Methods

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

Examples of how children will learn differently are:

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

## Personalisation, Choice and Achievement

Planning of learning contexts and methods may be personalised according to an individual's learning and development priorities. Thus, there may be different expectations of learning achieved for different children. It is **not** only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community. Progress in personal development, participation in events, extra-curricular and personal interest activities.

## Skills

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

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

Important themes are Enterprise, Global Citizenship and Sustainable Development. Pupils can also become involved in the school's 'Pupil Council' and 'Eco Committee'. Some choose to become SOS helpers or 'road safety officers'. In addition there are numerous voluntary extra-curricular activities which children can take part in, e.g. a variety of sports clubs.

## Assessment

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

All Primary 1, 4 and 7 pupils complete National Standardised Assessments for Scottish pupils. These diagnostic assessments are used as an internal tool in the school to confirm the teacher's assessment of the children's learning needs. It also checks the child's progress over the year.

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

- Self-assessment - what has been successful and what needs improvement
- Peer assessment - help others appreciate what is good about their work and what needs developing
- Personal learning planning - **pupils, teachers and parents** will work together to develop **planning for the child's next steps in learning.**

## Reporting

Reporting informs parents/carers of their child's progress. This can be in the form of written reports and parent appointments. Learning and achievements are also reported more informally at 'open afternoons' or via 'learning wall' displays. Teaching staff and school management may also get in touch with parents/carers to discuss any learning, personal or behaviour matter as issues arise.

## SUPPORT FOR LEARNING / ADDITIONAL NEEDS

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

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

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

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

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

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

Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:  
Telephone Helpline: 0845 123 2303 / Enquiry Service: [info@enquire.org.uk](mailto:info@enquire.org.uk)  
Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

## After school clubs

We try to offer a variety of lunchtime and after-school activities and clubs run by our very willing and supportive staff with support from parents and members of the local community. Pupils can experience a range of clubs, from creative to sporty.

## **Practical Information**

All Visitors to the school must report to the school reception and sign in before proceeding further into the building. All volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form.

No child is allowed to leave the playground without permission. If your child is going to be absent please inform the school as soon as possible so that safety is assured.

## **School Lunches**

Meals are delivered from Cluny Primary and served in the canteen. At the start of session, parents are advised about the cost of school meals. Six weekly meal plans are available. The weekly menu is displayed around the school. School lunches can be paid online via iPayImpact. Please contact the school for details.

All pupils in Primary 1-5 are now entitled to free school meals as are children from households with a low income. If you think your household income may mean your child is eligible for free school lunches, then refer to **Appendix A** to access information and a claim form from the Moray Council.

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

## **Uniform**

With the support of parents, we strongly recommend the wearing of school uniform to lessen the pressure of children competing to wear the latest fashions and to reaffirm their school identity. Children should wear navy blue school sweatshirts with white polo shirts and grey or black skirts or trousers.

For further information about ordering school uniform, please contact the school office. Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms.

For PE, plain t-shirts and shorts (not football strips), indoor gym shoes and outdoor trainers are required. It is helpful if PE equipment, school bags and jackets can have the child's name marked on them. Please leave jewellery and valuables at home. This should prevent the distress caused by items being lost.

## **Transport**

The school is unable to accept responsibility for bicycles and space for parking is limited. We advise that only children who have completed cycle training in school should be cycling to school.

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

## **Water Bottles**

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. Please bring a named water bottle to school. Water bottles featuring the school logo are available to purchase from the school office.

## **Medicines 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.

## School Term Dates

School Term Dates are available on the internet at the Moray Council at

<http://www.moray.gov.uk/downloads/file123291.pdf>

Session 2021/2022		
Spring Term	Starts	Monday 10 January 2022
	Ends	Friday 1 April 2022
Spring Holiday	Starts	Monday 4 April 2022
	Ends	Friday 15 April 2022 (Good Friday)
Summer Term	Starts	Monday 18 April 2022
	Ends	Friday 1 July 2022
Plus 1 occasional day holiday when the following schools will be closed:		
Buckie High ASG		Elgin Academy ASG
Tuesday 3 May 2022		Thursday 10 February 2022
Elgin High ASG		Forres Academy ASG
Thursday 10 February 2022		Tuesday 15 February 2022
Keith Grammar ASG		Lossiemouth High ASG
Monday 6 June 2022		Thursday 10 February 2022
Milne's High ASG		Speyside High ASG
Thursday 23 December 2021		Monday 6 June 2022

Session 2022/2023		
Autumn Term	Starts	In-Service Closure: Monday 15 Aug 2022
	Ends	Tuesday 16 August 2022
Autumn Holiday	Starts	Monday 10 October 2022
	Ends	Friday 21 October 2022
Winter Term	Starts	Monday 24 October 2022
	Ends	Thursday 22 December 2022
Christmas Holiday	Starts	Friday 23 December 2022
	Ends	Friday 6 January 2023
Spring Term	Starts	Monday 9 January 2023
	Ends	Friday 31 March 2023
Spring Holiday	Starts	Monday 3 April 2023
	Ends	Friday 14 April 2023
Summer Term	Starts	Monday 17 April 2023
	Ends	Friday 30 June 2023
Plus 1 occasional day holiday when the following schools will be closed:		
Buckie High ASG		Elgin Academy ASG
Tuesday 2 May 2023		Thursday 9 February 2023
Elgin High ASG		Forres Academy ASG
Thursday 9 February 2023		Tuesday 14 February 2023
Keith Grammar ASG		Lossiemouth High ASG
Monday 5 June 2023		Thursday 9 February 2023
Milne's High ASG		Speyside High ASG
Thursday 22 December 2022		Monday 5 June 2023

Session 2023/2024		
Autumn Term	Starts	In-Service Closure: Monday 14 Aug 2023
	Ends	Tuesday 15 August 2023
Autumn Holiday	Starts	Monday 9 October 2023
	Ends	Friday 20 October 2023
Winter Term	Starts	Monday 23 October 2023
	Ends	Friday 22 December 2023
Christmas Holiday	Starts	Monday 25 December 2023
	Ends	Friday 5 January 2024
Spring Term	Starts	Monday 8 January 2024
	Ends	Thursday 28 March 2024
Spring Holiday	Starts	Friday 29 March 2024 (Good Friday)
	Ends	Friday 12 April 2024
Summer Term	Starts	Monday 15 April 2024
	Ends	Friday 28 June 2024
Plus 1 occasional day holiday to be agreed by 31 March 2023		

Session 2024/2025		
Autumn Term	Starts	In-Service Closure: Monday 12 Aug 2024
	Ends	Tuesday 13 August 2024
Dates to be agreed by 30 September 2022		

Schools work in a group format, based on a Secondary school and its associated Primary schools. This is known as an Associated School Group (ASG). More information is available on the Moray Council website at:

[www.moray.gov.uk/moray\\_standard/page\\_55590.html](http://www.moray.gov.uk/moray_standard/page_55590.html)



## **Vision, Values & Aims**

At Portknockie Primary School we want to enable our children to be 'successful learners', 'confident individuals', 'responsible citizens' and 'effective contributors'. We do this in a variety of ways:

### **Successful Learners**

- Plan a structured and balanced 'Curriculum for Excellence'.
- Varied teaching methods and activities. E.g. 'active learning'.
- Encourage pupil responsibility for self/peer assessment and target setting.
- Monitor progress, record achievement and attainment to ensure each child reaches their potential.

### **Confident Individuals**

- Identify the emotional, physical and social needs of pupils and help them develop positive attitudes, personal and social skills.
- Provide appropriate support for children with additional needs.
- Celebrating success in the classroom, the school and in 'out of school' life.
- Encourage a healthy and active lifestyle.
- Create within the school a warm, caring and supportive atmosphere in which children, staff and parents feel secure and valued.

### **Responsible Citizens**

- Encourage children to enrich the school and its community by acting responsibly and by valuing the unique culture and traditions of its past.
- Ensure that individual differences of race, culture and belief will be respected and celebrated as an enriching factor in the school community. Equal opportunities will exist for all.
- Enable children to take part in decision making in the school through the pupil council and class circle time activities.

### **Effective Contributors**

- Promote attitudes of enterprise and self-reliance.
- Encourage pupils to work on their own, and in teams to apply their thinking skills, to create and develop ideas, and to solve problems.

During session 2021-2022, following consultation with pupils, parents and staff a new vision statement was agreed for our school. Work was also undertaken to link our vision for the school to the motto shared by the village and the school. As a "Caring community, having fun, aiming high and learning together" we believe Portknockie Primary mirrors the motto of "Aye Afloat".

### **Individual Points Scheme**

Each year every pupil works through our individual point's scheme. Points gained each week for effort, good behaviour and taking responsibility allow pupils to gain recognition through stickers and certificates award as pupils reach particular levels in the scheme.

## **School and the Wider Community**

The school has very good links with the wider community which are used to enhance learning and teaching opportunities. Guest speakers often visit the school to share areas of particular knowledge or specialised skills with classes and pupils regularly use local visits in connection with areas that are being studied in class.

Pupils are encouraged to see their responsibilities as members of the local community and opportunities are used for pupils to provide service both through attending events outside of school and by acting as hosts when groups are invited to join school events. All schools within the Buckie ASG group work well together and join together for events throughout the session.

## Appendix A

### Moray Council Education, Communities & Organisational Development

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

**Telephone:** 01343 563374

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

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

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

Updated 14/08/2023

Moray Council A-Z		
Active Schools	Email:	<a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>
Additional Support for Learning	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx">https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx</a> <a href="http://www.moray.gov.uk/moray_standard/page_53021.html">www.moray.gov.uk/moray_standard/page_53021.html</a>
After School Clubs	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	<a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	<a href="mailto:childrensaccesssteam@moray.gov.uk">childrensaccesssteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	<a href="mailto:childrensaccesssteam@moray.gov.uk">childrensaccesssteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>
Clothing Grants	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>

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



# MORAY COUNCIL: Education Department

## SCHOOL IMPROVEMENT PLAN 2022-23

<b>SCHOOL:</b>	<b>Portknockie Primary</b>	<b>QIO/QIM LINK:</b>	<b>Susanne Campbell</b>
----------------	----------------------------	----------------------	-------------------------

### Priority 1

**Learning and Teaching**- maintain the positive work around the Moray Standard ensuring continued variety of learning and teaching strategies with a clear and specific focus on Play Pedagogy, Outdoor Learning, DYW and skills progressions.

<b>Key links to Moray Education Priority Area(s):</b>	<input type="checkbox"/> Raising Attainment and Achievement <input type="checkbox"/> Learning, Teaching and Assessment <input type="checkbox"/> Curriculum	<input type="checkbox"/> Self-evaluation for Self-improvement <input type="checkbox"/> Supporting All Learners <input type="checkbox"/> Leadership at all Levels
---	--	--

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGios?4 QIs:
<input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<div> <input type="checkbox"/> 2.1  <input type="checkbox"/> 2.2  <input type="checkbox"/> 2.3  <input type="checkbox"/> 2.4  <input type="checkbox"/> 2.5  <input type="checkbox"/> 2.6  <input type="checkbox"/> 2.7           </div> <div> <input type="checkbox"/> 3.1  <input type="checkbox"/> 3.2  <input type="checkbox"/> 3.3           </div>

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> <li>As a whole school community work together to create a shared understanding of the purposes of play pedagogy and how it will be implemented in our school</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have increased opportunities to experience new ways of learning which are meaningful and relevant through the development of play pedagogy.</li> </ul>			<ul style="list-style-type: none"> <li>Staff will access and make use of the play pedagogy toolkit from the National Improvement Hub. This will begin to be evidenced through changes to classroom practice.</li> </ul>

context in order to widen pupil learning experiences	<ul style="list-style-type: none"> <li>As a result of new experiences, pupils will be more able to articulate their understanding of their learning.</li> <li>Through active learning pupils will have greater opportunities to take ownership and leadership of their learning.</li> </ul>			<ul style="list-style-type: none"> <li>Staff will show an increased understanding of play pedagogy through professional discussions</li> <li>Class teachers will visit other school contexts to share and increase their understanding of play pedagogy theory and practice.</li> <li>Classroom observations will show a high level of pupil motivation and engagement with learning as pupils experience new styles of learning.</li> </ul>
<ul style="list-style-type: none"> <li>All staff will engage in professional learning to focus on a whole school shared understanding of outdoor learning and how it can be used to improve learning and teaching in literacy and numeracy.</li> <li>Staff will work together to plan how outdoor learning can be used to support and enhance learning and teaching in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will begin to experience new learning in a wider variety of learning environments</li> <li>Pupils will have greater opportunities to learn in a variety of outdoor, real life contexts and to apply previous learning to these new contexts</li> <li>In time improved engagement will raise attainment for pupils across the school</li> </ul>			<ul style="list-style-type: none"> <li>Teachers' planning will include key aspects of learning in literacy and numeracy which will be introduced, developed and reinforced through outdoor learning activities.</li> <li>Pupils will be observed to transfer and reinforce learning in literacy and numeracy from classroom lessons to outdoor learning contexts</li> <li>Teachers' planning will include assessments aligned to outdoor learning</li> <li>Teachers' planning will include holistic assessments using outdoor learning contexts</li> </ul>
•				•
•				•
				•
<b>Evidence to support reduced bureaucracy/workload of teachers</b>				

## Priority 2

**Literacy and Numeracy**-review learning and teaching around literacy and numeracy focussing on specific elements such as building a reading community, reading for enjoyment and **Family Learning**.

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

- ☐ Raising Attainment and Achievement
- ☐ Learning, Teaching and Assessment
- ☐ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☐ Supporting All Learners
- ☐ Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> <li>Through professional dialogue, staff will agree on the key elements of literacy which would benefit from improved parental and community knowledge support in order to progress children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will feel supported and more equipped to raise their attainment in literacy and numeracy</li> <li>Pupils will have opportunities to share and lead their learning with parents</li> <li>Pupils will be eager to engage in a variety of activities for learning in literacy and numeracy which are not their normal standard of expectation e.g. jotter work or a home reader</li> <li>Pupils more confident in making links between their</li> </ul>			<ul style="list-style-type: none"> <li>Teacher planning to include identified opportunities for learning at home and outside in the community</li> <li>Learning shared with parents on a monthly basis in the form of class newsletters</li> <li>Parental attendance and interest when invited to planned curriculum events.</li> <li>Pupils leading learning with their parents at curriculum events</li> <li>Extension and depth of learning through participation in special developments e.g. Scottish Maths Week, Book Week</li> <li>Support staff time will be planned to model use of resources.</li> </ul>



	prior learning and new or extended learning			<ul style="list-style-type: none"> <li>Analysis of attainment data will identify specific children who would benefit greatly from widened learning opportunities.</li> </ul>
Undertake an audit of Literacy and Numeracy resources in order to maximise accessibility; identify gaps for learning; and support the creation of Family Learning Resources/Packs.	<ul style="list-style-type: none"> <li>Pupils will have greater opportunity to engage in positive learning experiences which will raise their attainment in literacy and numeracy</li> <li>Pupils will have greater ownership in their learning and be encouraged to communicate this to their families.</li> </ul>			<ul style="list-style-type: none"> <li>Learning packs/book bags will be created to be used as an intervention.</li> <li>Appropriate resources to support reading and literacy activities at home will be shared with families at all stages of the school.</li> <li>Events will be held to give information and advice to parents through exemplifying how to support literacy and numeracy learning at home.</li> <li>Support Staff and volunteers will support specific groups of children to ensure equity across the school community</li> </ul>
The school's rationale and thinking around the development of Play Pedagogy and Outdoor Learning will be shared with families.	<ul style="list-style-type: none"> <li>Pupils will be clearer about their learning and how it can be transferred into different contexts and across different levels</li> <li>Pupils will have a greater understanding of how and why they are learning in different contexts and in different ways.</li> <li>Pupil attainment levels will improve from better engagement and understanding of learning</li> </ul>			<ul style="list-style-type: none"> <li>The school will communicate with families the purpose and benefits of children's learning through play and outdoor learning</li> <li>Staff will revisit the key elements of Curriculum for Excellence and focus on the Design principles as they communicate with families through newsletters</li> <li>Staff will observe improvements in the HWB of pupils as they experience greater opportunity for learning through play and in the outdoors</li> </ul>
•				•
				•
<b>Evidence to support reduced bureaucracy/workload of teachers</b>				

## Priority 3

**Curriculum**-begin to re-focus the curriculum across all curricular areas but with a continuing emphasis on the development of and links with literacy and numeracy. (Health and Well-Being)

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

- ☐ Raising Attainment and Achievement
- ☐ Learning, Teaching and Assessment
- ☐ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☐ Supporting All Learners
- ☐ Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> <li>All staff and pupils will revisit the key elements of the curriculum through the refreshed narrative around Curriculum for Excellence.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have an increased awareness of the design principles of Curriculum for Excellence through their discussions about curriculum</li> <li>Pupils will experience a breadth and depth of the curriculum and a greater understanding of the relevance of their learning</li> <li>Pupils will have a greater understanding of the totality of their learning as they make connections across curricular areas e.g. Science with Literacy or Numeracy</li> <li>Wider opportunities for the development of literacy and</li> </ul>			<ul style="list-style-type: none"> <li>As evidenced in staff meetings and assemblies there will be a collective understanding of the four capacities and four contexts as well as a re-focus on the Design Principles and how they will influence planning.</li> <li>Professional discussion about the whole curriculum and its delivery resulting in improvements in practice observed by HT</li> <li>Teachers will plan for a greater breadth and balance of the curriculum in a manageable way as evidenced in planning folders and displays.</li> <li>Teachers' Planning will include Literacy and Numeracy across the curriculum and learners' experiences will be observed by the HT in class visits</li> </ul>

	numeracy in different curricular contexts will raise attainment of pupils			
•				<ul style="list-style-type: none"> <li>Professional Learning will be undertaken around IDL and multi-disciplinary learning resulting in clarity and shared understanding.</li> <li>Agreements made with regard to discrete and IDL/Multi-Disciplinary learning maximising learning opportunities</li> <li>A statement explaining the delivery of IDL and multi-disciplinary learning will be compiled and shared</li> <li>Context based learning opportunities to develop literacy, numeracy and health and well-being skills will be in place</li> <li>Big Questions will be answered and displayed in classes.</li> </ul>
<ul style="list-style-type: none"> <li>Review the previously agreed Portknockie Skills Progression as part of a refresh of the curriculum</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>An increased focus on skills development will improve proficiency in core skills for all pupils supporting raised attainment</li> <li>Pupils will contribute to the content of the Skills Progression and enable them to have ownership and understanding of their skills development</li> <li>Children will be able to articulate their understanding of the skills they are learning and developing</li> </ul>			<ul style="list-style-type: none"> <li>Staff will undertake professional learning to update their knowledge and skills around the DYW agenda and consider links with the Moray Skills Pathway</li> <li>Professional discussion at staff meetings will lead to a clearer skills progression for the whole school</li> <li>A refreshed skills progression aligned to the four capacities and DYW agenda will be drafted</li> </ul>
and opportunities to experience outdoor learning will be produced and shared.				•

Skills				•
				•
				•
				•
Evidence to support reduced bureaucracy/workload of teachers				

# Priority 4

## Summary of Priority

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

- ☐ Raising Attainment and Achievement
- ☐ Learning, Teaching and Assessment
- ☐ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☐ Supporting All Learners
- ☐ Leadership at all Levels

### NIF Priorities:

- ☐ Improvements in attainment, particularly in Literacy and Numeracy
- ☐ Closing the attainment gap between the most and least disadvantaged children
- ☐ Improvement in children and young people's health and wellbeing
- ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people

### NIF Drivers:

- ☐ School Leadership
- ☐ Teacher Professionalism
- ☐ Parental Engagement
- ☐ Assessment of Children's Progress
- ☐ School Improvement
- ☐ Performance Information

### Children's Services Plan:

- ☐ Priority 1 – Improve Wellbeing
- ☐ Priority 2 – Safeguarding
- ☐ Priority 3 – Poverty
- ☐ Priority 4 – Corporate Parenting

### HGIOS?4 QIs:

- |                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 |                              |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 |                              |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
|                              | <input type="checkbox"/> 2.6 |                              |
|                              | <input type="checkbox"/> 2.7 |                              |

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

Evidence to support reduced bureaucracy/workload of teachers

At Portknockie Primary School our vision is to be:  
- a caring community, having fun, aiming high and  
learning together



At Portknockie Primary School we aim to:

Respect and understand everyone

Enjoy learning

Co-operate and work together

Share responsibilities

Celebrate success

Have a positive, confident, Can-do, Will-do attitude

## ROLES AND RESPONSIBILITIES

Class and SfL teachers are responsible for classroom culture and this should be based on our mission statement and shared values.

Support staff should support the teacher and the senior management team (SMT) in ensuring these expectations are met.

SMT will revisit our mission statement and values regularly.

## RESOURCES

Include:

- Health and Wellbeing resources
- Consultation evidence
- SOS Facilitators
- Circle time resources
- SOS Manuals and help folders in every class
- Positive care, Welfare and Discipline policy

## LEGAL REQUIREMENTS

None

## QUALITY IMPROVEMENT, MONITORING AND EVALUATION

The SMT will revisit our statement regularly and monitor impact.

## STAFF DEVELOPMENT

Staff development will be undertaken as appropriate and on request.

## CONSULTATIONS

- SMT
- School staff
- Pupils
- Parent Council