Newmill Primary

Aspire
Grow
Support
Belong

climbing the tower of learning together

School Handbook

Moray Council

Information correct at date of Publication – December 2023

SECTION GUIDE Page

SCHOOL INFORMATION 2
SCHOOL ETHOS 7
HEALTH & WELLBEING 10
PARENTAL INVOLVEMENT 14
ASSESSMENT & REPORTING 16
TRANSITION 18
CURRICULUM 19
LEARNING & TEACHING 24
SUPPORT FOR LEARNERS 26

APPENDICES

- Contact Information
- Appendix B – Standard Privacy and Data Protection
- Holiday Dates
- SCHOOL IMPROVEMENT PLAN
- STANDARDS & QUALITY REPORT

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

COVID-19 Impact on Schools

If you have concerns about sending your child to school during Covid-19 you should refer to the National Parent forum of Scotland back to school guidance which has helpful advice. To find out more information about Covid-19 from a health perspective you will find more information from the NHS.

All Moray Schools have restrictions in place which have been risk assessed. There are enhanced health and safety protocols, limited visitors and enhanced cleaning regimes. All measures have been put in place in order to reduce the risk of outbreak and transmission in schools.

Copies of the following guides are available to support you and your children/young people at this time and may answer questions you may have.

* Parent/Carer guide * Learner Guide * Learner top tips

SCHOOL INFORMATION

Dear Families,

Welcome to our school in Newmill, where we believe that positive partnerships, based on open, friendly relationships between parents and staff is very important in children's education. We very much look forward to getting to know you over the coming years.

We are committed to offering you opportunities to share in your child's learning through regular planned activities where we welcome parents, families and friends to see, hear and feel the special learning environment which is Newmill Primary School.

The purpose of this handbook is to provide you with helpful information about our school.

If having read the handbook you are still unsure of something, or if you wish to make a comment, please feel free to contact the head teacher or administrator. The document is constantly updated and your point may be very relevant for inclusion in the future.

Newmill Primary School is non-denominational. The School was re-built in 1988 and contains one smaller classroom which houses the P6/7 class and an open-plan area which is shared between P1/2/3 and P3/4/5

The school is currently shares a Head Teacher with Botriphnie Primary School and has three classes with children from P1-7.

SCHOOL PARTICULARS

Name of school	Newmill Primary School
Address	Isla Road, Newmill, Keith, AB55 6US
Tel. no.	01542 882788
School Website	www.newmill.moray.sch.uk
E mail	admin.newmillp@moray-edunet.gov.uk
Council Website	www.moray.gov.uk
Head teacher	Miss Rachael Smith
School Roll	66
Stages taught	P1/2/3, P3/4/5, and P5/6/7

EMERGENCY PHONE NUMBERS

There may be situations when we need to contact you so the school will request an address or phone number where a friend or relation can be contacted should you be unavailable at the time. It is important to keep the school informed of any change in emergency contact.

FORMATION OF CLASSES

The children are arranged in three composite classes. Currently P1/2/3, P3/4/5, P5/6/7

INSTRUMENTAL TUITION

If your child is musical and wishes to play an instrument there may be an opportunity for them to do so. This is usually available from P4 upwards. There is no charge for Music Tuition and you can apply online. At present children in P5 receive a year's tuition in recorder from Mr Friday, on a weekly basis. There are a number of children who receive tuition in woodwind and brass instruments.

LOST PROPERTY

Please remember to label or name items of clothing and footwear. There is a lost property box in the school entrance should you wish to pop in and search for lost items.

PARENTAL CONCERNS

There may be occasions when you are concerned about your child's welfare. If you have any worries or concerns please do not hesitate to contact the head teacher who will listen to you, and work with you, to ensure your child is happy and confident in their learning at Newmill Primary School.

PRE SCHOOL PLAYGROUP

Newmill Primary School works closely with Newmill Nursery.

SCHOOL BUS AND TRANSPORT ENTITLEMENT

The school bus arrives about 08.35. Children from the village walk to school. There is a member of staff in the school playground from 8.40. Children should arrive between 8.40 and 8.55.

Some pupils travel by bus and it is very important that the children behave on the bus. All Bus pupils leave school at 3.00pm

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

Pupils who are not automatically entitled to School Transport can apply for a Privileged spot on the bus. The decision is made by the Head Teacher and may be withdrawn in the event of a shortage of seats. Cost will be **£370 per year per pupil** to be paid by i-Pay. Payment can be by full school year or by term which is £92.50. Each term must be paid in full before the end of the previous term.

SCHOOL ENTRANCES

All children should enter by the main entrance on Isla Road. The bus stops at the entrance too. The playground is separated from the car park by a fence to ensure the children's safety. Children play in the playground until the school bell rings at 8.55 and then enter the building through the side entrance (supervised). The side door is always open in the mornings but is locked once the children are inside. Latecomers should come to the main entrance and ring the bell. Visitors should report to the main entrance.

SCHOOL HOURS

P1-7	8.55 to 3.00
Morning Interval	10.40-11.00
Lunch Break	12.30-1.15

SCHOOL MEALS & FREE SCHOOL MEALS

All schools in Moray provide a wide range of healthy food in their menus. There are three choices each day, one of which is a vegetarian meal. School meals are brought up each day from St Thomas' Primary School canteen. A four week menu of choices is made available to parents and each day pupils complete their choices online which is directly connected to St Thomas' Primary School.

All parents will be given an Ipay login code and they can use the online service to pay for school lunches. However, they can also still pay for lunches at school. The current cost of a school meal is £2.40. If you choose to pay by cheque it should be made payable to "The Moray Council".

Packed lunches may be your preference and provision is made for these to be eaten in the school hall where the pupils are always supervised.

All children in P1- P5 now receive free school meals under a Scottish Government scheme. You can claim free school meals for your child if you are receiving certain benefits - please ask for details from our administrator, Mrs Jamieson or head to Moray Council website

SCHOOL UNIFORM & CLOTHING GRANTS

The school has a blue coloured sweatshirt with the Newmill Clock Tower logo embroidered on it and this can be worn with suitable black, grey or navy trousers or skirt and a white or dark collared polo shirt.

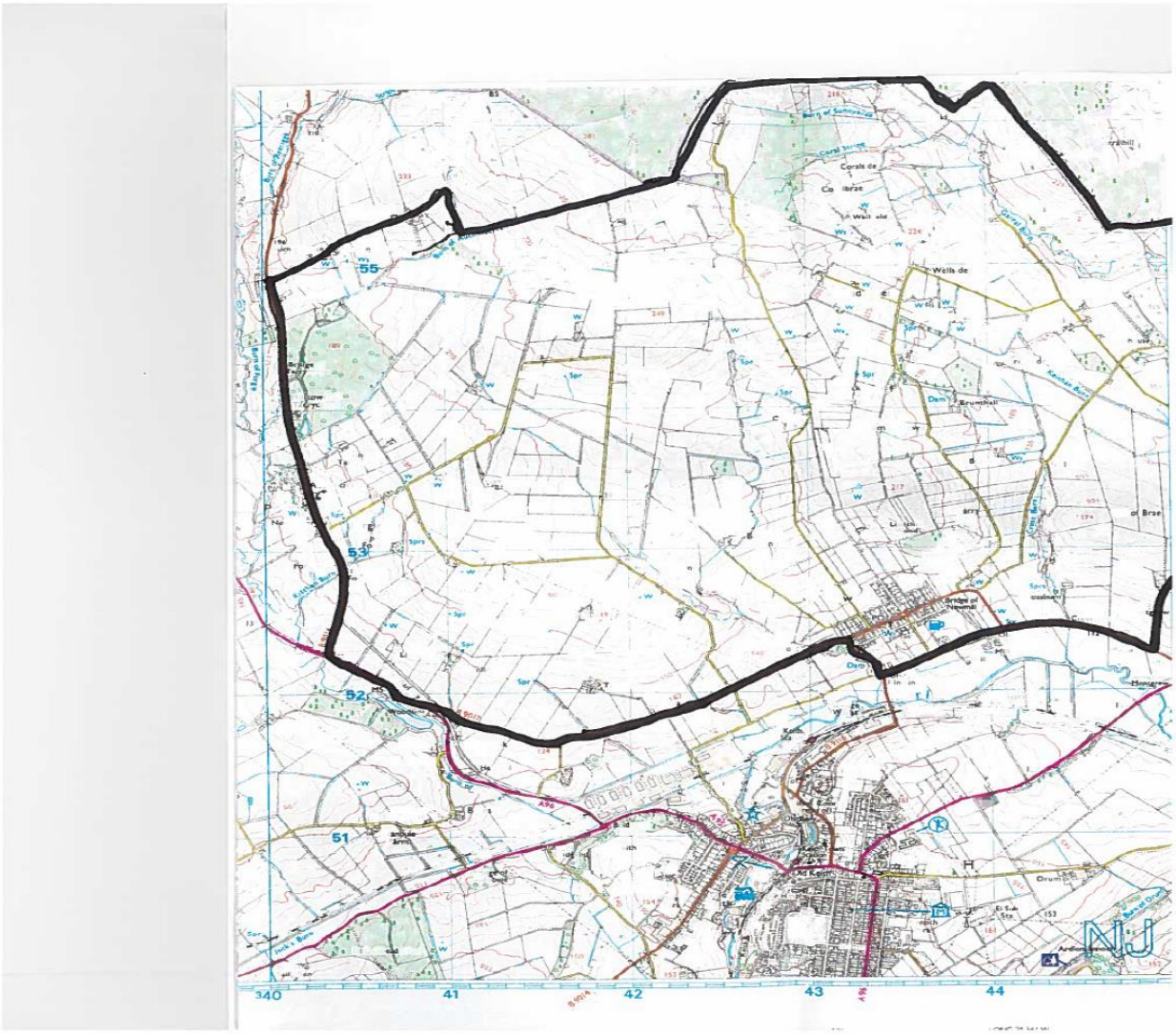
Children are asked to bring in suitable clothes for PE. Your child will need shorts, a change of top and gym shoes. These should be brought up to school on a Monday, kept in their peg bag and taken home for washing when required.

It is a good idea to have some form of protective clothing for art lessons. Whilst most paints will wash out some glues do not. An overall or old shirt or T-shirt will do.

You can apply for a clothing grant for your child if you are receiving certain benefits – you can enquire via the Moray Council website. Mrs Jamieson will be able to support you to access this.

SCHOOL ZONE

The school is designated by the authority as the one to serve the children living within the village of Newmill and the surrounding area.



SEVERE WEATHER CONDITIONS

Snow can be a problem in the winter and also flooding in recent years. The bus company usually makes a decision not to send the buses out and informs the head teacher. If the school is to be closed the head teacher will post the information onto The Moray Council website.
A message will also be left on the school information line. (Phone number 0870 054 9999, Pin number 031400). Calls to this number will be charged a 2p per minute service charge plus your call providers access charge.

Email Alerts Message This will only be received by those who have registered at mygovscot https://online.moray.gov.uk/site/wss/home and chosen Newmill Primary School as services about which they wish to receive alerts.
Deteriorating weather conditions may result in children being sent home early. If this is the case you will be contacted to ensure that your child is met. If a bus is stranded your child should remain on the bus until accompanied home by an adult.

STAFFING

Miss Rachael Smith	Head teacher
Mrs Lesley Watt	Class teacher P1/2/3
Mrs Claire Wright	Acting Principal Teacher P3/4/5
Miss Rachael Smith/Mrs Jody Mair	Class Teacher P5/6/7
Mrs Jody Mair	Support for Learning Teacher
Mrs Elaine Henderson	Physical Education
Mr Edward Friday	Recorder Instructor
Mrs Wilma Murdoch	Classroom Assistant / Pupil Support Assistant
Mrs Carole Whyte	Playground/Lunchtime Supervisor Pupil Support Assistant
Mrs Jennifer Duncan	Cleaner
Mr E McMann	Janitorial Services

Photos and more information can be found on our school blog – https://blogs.glowscotland.org.uk – welcome to Newmill Primary

Newmill Primary achieved Reading Schools, core level in August 2023. As part of our raising attainment strategy we prioritise promoting a reading culture through a variety of class and whole school events.

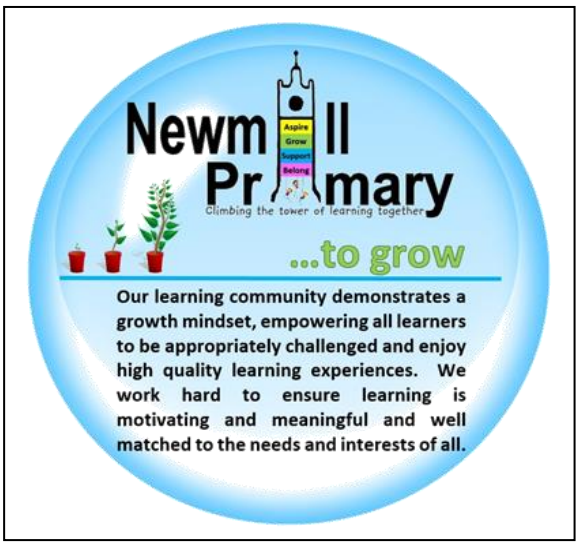
The accreditation has played a fundamental role in supporting our school in creating and sustaining a positive reading culture where pupils are actively encouraged to read fir enjoyment, are involved in decisions about reading and are encouraged to have frequent quality conversations about reading with peers, parents and teachers.

We work in partnership with Stephen Leith, KGS Librarian, to provide opportunities for family events to raise the profile of reading. In November 2023, we held a gifting event to promote the use of Read, Write, Count and Book Bug Bags at home.

SCHOOL ETHOS and VALUES

At Newmill Primary we aspire to climb the tower of learning together.

Newmill Primary School is a values based learning community where we take pride in developing all aspects of children's learning, as well as nurturing their emotional wellbeing. "Filling buckets" is paramount in our quest to promote positive relationships and to ensure all our young people are included, engaged and involved and on the "Road to Awesome" .We seek to ensure our school is a place where everyone is respectful, caring and kind towards each other; where self-esteem is nurtured and mutual respect and trust is fostered for all in our learning community. On a daily basis in Newmill Primary School, we aspire to **Belong, Support, Grow and Aspire.**



ASSEMBLIES

An assembly is held regularly. At Newmill Primary the children have decided to rename assembly 'Tower Time' in line with our vision to climb the tower of learning together. At the end of each term we recognise learners who have went 'over and above' demonstrating commitment to Newmill Primary School values.

Pupil Council

All pupils take part in these meetings which are during Tower Time. Every child has the opportunity to be involved in the life of the school and to bring about improvements through their suggestions and ideas.

CHARITIES

Children and staff at Newmill engage in a variety of fund raising events throughout the year and are very successful for such a small school. Most recently children have been involved in fundraising activities for Save the Children.

RIGHTS RESPECTING SCHOOLS AWARD

Newmill Primary has been awarded both bronze and silver awards.

BUILDING POSITIVE RELATIONSHIPS

The philosophy at Newmill is one of investing in children and families to build positive relationships through nurture, solution orientated approaches and restorative practices for emotional wellbeing and improved learning. Pupils are credited and praised for their effort and attitude and pupils respond well to this. Our Rights Respecting School Charter states at Newmill Primary School '*we talk through worries, issues and concerns and maintain a solution focus '.*

In 2018 pupils in the Rights Respecting School Focus Group came up with the following approach to deal with issues and concerns in school and to encourage everyone to respect the rights of everyone across the school community.

Identify the issue	•Show the child/ren the appropriate SHANARRI card.
Explain the concern	•'I would like to make you aware of my concern about ___.' •'The reason I am concerned is ___.' •'Do you understand my concern?' •'Will you be able to solve the problem?' (help may be needed)
'Thinking Time'	•'I have spoken to you about my concerns about ___'. •I am still concerned about ___ and I think that you should take ___ minutes on the 'thinking bench'. •'Here is the _____ timer. Please bring it back to me when it is finished.'
After 'Thinking Time'	•'You have had the chance to think about my concerns ____.' •'I look forward to watching you make a good choice.'
Redirection	•'You have not changed your choices and I still concerned about ___.' •'I would like you to go into school to speak to a teacher. •'I am going to let a teacher know that you are coming.'
Restorative conversation	•Teacher tolds a restotitave conversation which involves those responsible for/affected by the concern over _____. •Will find a solution and all agree on a way forward (that might involve sanctions).
Next Step	•If it is nessecary to hold three restorative conversations with a child about concerns, a letter will be sent home by a teacher, informing parents about the concern. •A signed slip acknowledging receipt must be returned to the school. •If the signed slip is not returned a phone call will be made to the parents by the HT.

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education & Social Care, and the Police may also be involved.

HEALTH AND WELLBEING

At Newmill Primary School we place the UN Convention on the **Rights** of the Child (CRC) at the heart of our ethos and curriculum. In June 2019, we were accredited with Rights Respecting School Silver status.

‘The Wall’

At Newmill Primary we look to nurture in our children a growth mindset, supporting them to develop positive attitudes to work, achievement, self-esteem and the wider world. We want to ensure that our pupils have an understanding of themselves as learners, with the ability to reflect on their learning and the wider significance of the knowledge and skills they are acquiring. We aspire to develop a school community which relates to, respects, and is actively engaged with the immediate environment, the wider community and the world beyond. We want to develop in our learners that lifelong passion for learning, as we equip our children with the values, knowledge, attitudes, capabilities and skills for life and work in our globalised 21st century.

We embed health and wellbeing using wellbeing indicators as our way of being. Children have the language to express how they are feeling and feel safe and supported to do so. Each class has a wall display as a visual reminder to refer to and discuss health and wellbeing education using the eight wellbeing indicators. We enjoy a culture and ethos of bucket filling ensuring children’s happiness. We work hard to ensure our children feel and know they belong and are valued at school. Wellbeing Ambassadors are appointed to support wellbeing through a variety of roles.

ACCIDENTS AT SCHOOL

If your child has an accident at school it may be necessary to take him/her to the doctor or hospital. In such cases every effort will be made to contact you.

ALLERGIES

It is very important when enrolling a child in school that any allergies are brought to the attention of the School. Also if a child develops an allergy once they have started school, the school should be informed. A member of Moray Council Catering Team will meet with you to discuss allergies and agree suitable menus.

BULLYING

The school has the following written statement on bullying which forms part of our Promoting Positive Behaviour Policy:

We believe that children learn best when they feel happy and secure and that they have the right to feel safe and secure both in school and on their way to and from school.

Bullying can be defined as the unjustified, prolonged display of aggressive physical, verbal, emotional/psychological, prejudice-based or cyber behaviour on the part of one individual or group toward another.

"Bullying is both behaviour and impact. The impact is on a person's capacity to feel in control of themselves… Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online." – Respect for All, 2017

Procedures

- Victims of bullying, onlookers or parents should report incidents to a member of staff. This can be done in complete confidence.
- All reports of bullying will be investigated in line with Newmill Primary School's Bullying policy.

RESTORATIVE APPROACHES

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed/hurt to convey the impact of the harm/hurt to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

When there is conflict or there are problems in school between children or between children and adults, a restorative approach has been shown to be more effective than simply giving a punishment. Research shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors.

Children who have shown inappropriate behaviour or who have fallen out with someone will be encouraged to take responsibility for their actions and to think how they can improve their behaviour in the future.

This allows the school to:

- help children who have been upset by ensuring all involved have the opportunity to put right the upset they have caused.
- help children showing inappropriate behaviour to reflect, make amends and take responsibility for the way they have behaved.

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).

If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you.

DATA PROTECTION STATEMENT

Please see Appendix B

FIRE DRILL

Staff and pupils are familiar with fire drill procedures and practices are carried out at regular intervals.

GIRFEC

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed, 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 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 or Depute Headteacher. The Headteacher or Depute 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 Headteacher or Depute Headteacher either by phone, email or alternatively a letter marked for the attention of your child's Headteacher or Depute Headteacher

HEALTH AND WELFARE

Schools work closely with the Department of Community Child Health. There is a programme for health care within the schools in Moray and throughout your child's primary schooling they will be checked and screened.

In the event of any health problems the school can call upon the services of the **Health Visitor** or the **School Nurse**.

The services of a **Speech Therapist** are available to the school and you or the head teacher may request such help if it is felt your child has a speech problem.
Please keep the school informed of any health matters relating to your child.

MEDICINES IN SCHOOL

In line with policy agreed by the Senior Clinical Medical Office, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin, paracetamol and throat lozengers fall into that category, and will therefore not be administered on pupil request. A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the School Office on request.

INFECTIOUS CONDITIONS

Very occasionally we have head lice in the school. Should this happen, please inform the school and keep your child at home until treatment has been carried out. Children with sickness and diarrhoea should be clear of this for 48 hours before returning to the school.

SNACKS

The school is a Health Promoting School. Please think carefully about what you give your child for a snack. The children are regularly involved in learning about which foods are healthy and any support you can give in encouraging children to eat healthily is always appreciated.

PARENTAL INVOLVEMENT

ATTENDANCE

Pupils taking time off school to accompany their parents on holiday is not a legal right in Scotland. Unless there are exceptional circumstances, e.g. family illness, then holidays taken during term time will be recorded as unauthorised. In all cases, parents must request the permission of the head teacher to remove a child from school during term time to go on holiday.

What you must do if your child is going to be absent from school due to illness or appointments.

- If your child is not able to attend school, you should contact the school by 9.00am and **leave a notification via the Parent Portal or telephone (01542882788) or email – admin.newmillp@moray-edunet.gov.uk** and advise us of the reason for the absence and the likely date of return to school. If you wish further information on the Parent Portal – please contact the School Office
- We will check the attendance register daily at the beginning of the morning and afternoon sessions.
- If your child is found to be absent and we have not been advised by you of their absence, then we will contact you by telephone to alert you of this.
- If we cannot immediately make contact with you then we will contact the person you have named as your family emergency contact.
- Lateness will also be recorded in the register.

HELPERS IN SCHOOL

Parents and visitors are always welcome in school and any help offered is readily accepted. Parents will be invited at the start of each session to volunteer as Parent Helpers. If a parent does not hold a Protecting Vulnerable Groups certificate they will be asked to complete a PVG form. All volunteers within the school are asked to complete a Volunteers Confidentiality form as well.

HOMEWORK

All pupils will receive homework appropriate to their stage and needs. Your support to complete is appreciated. The focus of home learning tasks will generally be spelling, reading and numeracy.

Older children will be given more demanding work but it should never be more than they can cope with. If your child struggles with the work and becomes distressed leave it and pop a note in the homework or reflection jotter.

Our blog is full of resources and videos to support home learning.

https://blogs.glowscotland.org.uk/my/newmillprimary/supporting-your-child-at-home/

INFORMATION FOR PARENTS AND CARERS LEAFLETS

A series of leaflets has been produced by Education, Communities & Organisation Development - for parents, and these leaflets are available from the school or The Moray Council internet site (http://www.moray.gov.uk)

LIAISON WITH PARENTS

Staff are always willing to meet and discuss any worries you may have regarding your child's education and happiness at school**.**

If you have serious concerns about your child you should contact the school straight away. If the concern is less urgent please contact the school by phone or email to arrange an appointment.

In the event of an emergency please contact the school immediately.

PARENT COUNCIL

Newmill Primary has an active Parent council and new members are always welcome.
The Parent Council supports school improvement in a variety of ways. More information can be found at the following link.

https://sway.office.com/cH238xO08MJbCDUv?ref=Link

The Parent Council Chair is Donna Shepherd who can be contacted on the Parent Council email address: newmillparentcouncil@yahoo.com

HOW DO WE COMMUNICATE?

Monthly newsletters to families provide a comprehensive overview of the life and work of the school.
Each pupil has a reflection jotter which provides a comprehensive overview of the learning of that week and how the children feel they have achieved and made progress in specific areas and skills
Our annual reports, which are with the children, provide a recount of the learning and achievements of children. "The Wall" and wall displays reflect the life and work of the school.

WET AND WINTRY WEATHER

On cold days children should come to school with a cosy winter jacket and hats, gloves and scarves. In wet and wintry weather children should have some dry socks with them and dry footwear to change into. Once snow falls it can lie in the playground for a very long time.

ASSESSMENT AND REPORTING

ASSESSMENT IS FOR LEARNING (AiFL)

AifL is used in all schools in Moray, and at Newmill, staff continue to develop this through CPD, continuous professional development. As a staff we believe that formative assessment makes a difference and children have a clear understanding of what they are learning, why as well as what they need to do in order to improve and make progress.

CURRICULUM FOR EXCELLENCE LEVELS

There are three levels within the primary school. They are Early, First and Second. There is no fixed age or stage for completing the levels but they are roughly Early-P1, First P2-P4 and Second P5-P7. Some children coming into P1 may already be at the First Level, likewise some P7 children may have moved onto Third Level. Children should be secure within the levels and opportunities are provided for deeper learning within the levels.

PUPIL PROFILES

Each child has a Learner Pathway Folder. Children work together with their teachers to gather evidence about their progress in learning across the curriculum and identify next steps. The children take ownership of their profiles and the information contained in them shows strengths and also areas the children would like to improve. They also highlight successes, achievements, both in and out of school, and areas of responsibility. This session other age groups will be involved in profiling and the ultimate aim will be for a pupil profile at all stages.

REPORTING TO PARENTS

Reporting on pupil progress is very important to us and the introduction of reflection jotters supports our agenda for school improvement. Reflection jotters will keep you informed about your child's progress throughout the year and will be shared on a weekly basis.

In our school development plan this session, we identified that we want our children to:

- develop as lifelong learners through frequent opportunities to assess their own progress, make adjustments to their understanding and take control of their learning.
- become clearer in their knowledge and understanding of how they are progressing, developing and achieving.
- Identify targets and achievements and be able to tell the story of their learning journey.
  .

We will send them home with children on a Friday and would ask that you make sure they come back into school in bags on a Monday morning. It is important to take time to sit with your child and talk about the learning story the jotter tells. Your feedback is the most important to them, so please take time to write a comment. We are all thinking carefully about our feedback to help children develop a growth mind-set and realise that they can improve through effort and acting on feedback.

You may want to include:

- What you are proud of, how you can support them with things they find tricky.
- Learning they have shared at home(French words, songs, science experiments, music, etc. anything that interests them)

- Areas of personal achievement (swimming lessons, sport clubs, reading for enjoyment at home, helping around the house, or perhaps even the way your child organises himself/herself and their belongings… skills for life)

Ongoing reporting arrangements include a variety of events such as:

- Settling in Interviews
- Snapshot Jotters
- Pupil Led Conferences
- Continues reporting via reflection jotters.

TRACKING

During this session, Newmill Primary School uses a variety of methods to track Curriculum for Excellence levels with the Broad General Education. We have tracking points in November, January and May.

TRANSITION

ASSOCIATED SCHOOL GROUP (ASG)

There are currently forty-five primary schools in Moray, which feed into eight secondary schools. Newmill is a feeder school of Keith Grammar School along with Keith, Botriphnie, Rothiemay and St Thomas. This group is made up of the head teachers from each school who meet regularly in order to liaise and work together to implement our national Curriculum for Excellence. It also creates a better understanding of the work done in primary and secondary and provides a platform for discussion on current educational matters.

TRANSITION FROM NEWMILL NURSERY

The small size of the current staff team provides excellent opportunities for regular dialogue about children where knowledge is shared. We have a more formal transition programme in place for Term 4, involving a planned timetable of events for both pupils and parents.

ENROLMENT AND INDUCTION - **Information for new enrolments**

Children who will be five years old by the last day of February may be enrolled for the following August intake. Parents of children who are not five until after the August intake date may defer entry until the following year. Registration is now done online. Their new teacher will visit the new entrants in their nursery school.

The school was inspected in October 2017 and received very positive feedback. You can view our report at Education Scotland website.

SECONDARY SCHOOL TRANSITION

Transition to KGs starts form December. This year children are joining P7s at KGS for a Christmas Dance and quiz to kick-start their transition.

Children and parents are actively engaged in transition arrangements.
Newmill Primary School is working with 'The Loft Youth Project' to ensure social and emotional needs are addressed. As a result, P7 children have the opportunity to attend small school ASG sessions on a weekly basis in Keith. Children have had the opportunity to share concerns and discuss transition to Keith Grammar at these sessions. Family tours were arranged as a result, with all of our pupils attending during school time.

Children who have been identified as needing additional support to transition to S1 are given an extended induction.

The head teacher of Keith Grammar School is Alan Bruce Rector
Any questions regarding pupil transfer to KGS should be made to -
Telephone number 01542 882461

When children leave Newmill Primary their school records will be passed on to their new primary or secondary school once they have enrolled.

CURRICULUM

Newmill Learning Pit #HOW WE LEARN

At Newmill our shared vision underpins our culture of ambitious self-belief.

What did we do?

Children's engagement with a leadership of their learning has been a focus in our school improvement journey. As a result, our pupils have designed Newmill Mindset Ninjas to remind us all of the important qualities we aim to demonstrate in our journey through the learning pit.

Why did we do this?

We want everyone in our school community to understand feeling 'stuck' or making a mistake is a good thing. There has been a huge focus over the past few years on developing a growth mindset culture. Our next steps in continuing to promote and sustain this was to have a measure. We wanted our children to articulate the learning qualities they demonstrate. Newmill Mindset Ninjas are there to remind us of the mindset and qualities we need to help pull ourselves through the learning pit each day, to embrace challenge and articulate our progress and next steps.

Our curriculum #WHAT WE LEARN

Our most powerful tool, supporting and promoting the language of learning is 'the wall'. We set about making mindset an explicit part of our curriculum rationale via Newmill Mindset Ninjas. The wall is a visual which helps all children understand the curriculum on offer. Our vision and values are at the heart of our curriculum. The foundations are our rights and wellbeing entitlements. The eight wiggly worms are our different curricular areas helping us grow skills for life.

We aim to provide high quality learning and teaching in a high quality, motivating and inclusive environment for all. Our aim is for all children who come to Newmill Primary to feel that they belong, that they feel safe and happy in school where mutual respect and trust is valued and fostered between adults and pupils.

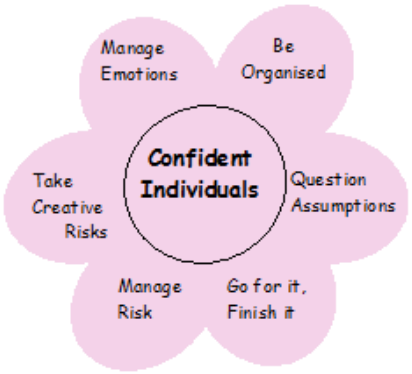
We want our pupils to know that they and their opinions, ideas and efforts are valued. We aim to make sure every child feels listened to, safe in the knowledge that their contributions will be integral in any of our school

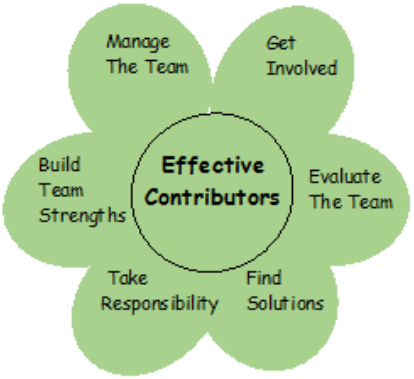
improvements. We aim to prepare our children for the future by focussing on skills development, particularly the skills in literacy, numeracy and health and wellbeing as these are key to accessing all other learning, achievement and employment. We aim to provide opportunities for our young people to be active citizens and to engage in learning that is relevant to their lives now and in the future.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a well organised, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the complete range of experiences which are planned for children and young people throughout their education, wherever they are being educated.
The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to become:





The curriculum ensures that children and young people are provided with continuous opportunities to develop skills for learning, skills for life and skills for work.
Children at Newmill Primary will receive a broad general education building on earlier experiences which will continue up to the end of S3 in secondary schools. This will include well-planned experiences and outcomes across all the curriculum areas from 3-15, including understanding the world, Scotland's place in it, and the environment.

The curriculum should be designed on the basis of the following principles:

- ✓ **Challenge and enjoyment**
- ✓ **Breadth**
- ✓ **Progression**
- ✓ **Depth**
- ✓ **Personalisation and choice**
- ✓ **Coherence**
- ✓ **Relevance**

The experiences and outcomes are arranged across five levels. The first three levels are primary based.

Early level- Nursery and P1, First Level P2-P4, Second Level P5-7

An example of this is shown below.

Number, money and measure

	Early	First	Second	Third	Fourth
Estimation and rounding	*I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me[1].* ***MNU 0-01a***	*I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.* ***MNU 1-01a***	*I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.* ***MNU 2-01a***	*I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem.* ***MNU 3-01a***	*Having investigated the practical impact of inaccuracy and error, I can use my knowledge of tolerance when choosing the required degree of accuracy to make real-life calculations.* ***MNU 4-01a***

At Newmill Primary all children learn French from P1. Or earlier for some, as Newmill playgroup often join us for French sessions. All children continue to learn French all the way through Primary School and into S1 at Keith Grammar School.

There are eight curriculum areas in our Curriculum for Excellence and the following areas will give you an insight into

what Scottish school children will be learning during their time in primary and S1-S3.

Expressive Arts Participation in performances and presentations Art and design Dance Drama Music	Religious and Moral Education Christianity World religions selected for study Development of beliefs and values Religious education in Roman Catholic schools
Health and Wellbeing Mental, emotional, social and physical wellbeing Planning for choices and change Physical education, physical activity and sport Food and health Substance misuse Relationships, sexual health and parenthood	Sciences Planet earth Forces, electricity and waves Biological systems Materials Topical Science
Languages Classical languages Gaelic Literacy and English Modern languages	Social Studies People, past events and societies People, place and environment People, society economy and business
Mathematics Number, money and measure Shape, position and movement Information handling	Technologies Technological developments in society ICT to enhance learning Business context for developing technological skills and knowledge Computing science contexts for developing technological skills and knowledge Food and textiles contexts for developing technological skills and knowledge Craft design, engineering and graphics

If you wish more information about Curriculum for Excellence you will find all the information you need at Education Scotland website.

Religious Observance

DEFINITION: Religious Observance in the following terms: - Religious Observance is a communal exploration or celebration of life's spiritual dimension, as illustrated in the following objectives which schools should seek to include in any programme of Religious Observance, as appropriate to age, ability and aptitude:

- To explore through a variety of means, including creative and aesthetic activities, situations evoking emotions which enrich or disturb; for example, awe, wonder, reverence, love, joy, justice, peace, humility or anger, despair, bitterness, injustice, suffering, jealousy, hatred.
- To explore, celebrate, give expression to and learn from the triumphs of the human spirit.
- To explore and learn from situations of tragedy and failure, seeking ways of overcoming them.
- To explore the areas of self-knowledge, self-image and self-worth and to develop ways of coping with self-doubt or inner conflict.
- To encourage an attitude in pupils which questions fundamental issues about the meaning of life.
- To celebrate the presence of family, friends and others who support us.
- To provide the opportunity for pupils to participate in forms of worship which can lead to a deeper understanding of religious experience and of that relationship with a superior being which many people acknowledge.
- To reinforce the sense of community and personal inter-dependence within the school community and to emphasise the contribution that the individual can make within the school and within local and wider contexts.
- To explore worthwhile ideals and values as expressed in different religious and non-religious outlooks.
- To celebrate moments of personal significance as well as moments of significance within the school year. These expressions of Religious Observance will take account of the predominantly Christian context with Moray, but may also reflect other religious traditions.

Parents have the right to withdrawal their children from religious observance. Annually, you will have the option to let us know through permission and data checks. Contact the school if you have any questions around this.

LEARNING AND TEACHING

At Newmill Primary we use Our Moray Standard- Learning and teaching to plan and deliver effective learning and teaching. We are constantly reflecting on our practice, using current research to guide or thinking and improve practice. Currently, we work together as a teacher learner community engaging in professional dialogue around 'Power Up your Pedagogy' by Bruce Robertson, to develop a consistent standard across all schools. We make effective use of a range of resources including digital technologies to support learning. Each class has access to iPads to support learning across all curricular areas.

FORMATIVE ASSESSMENT

Teachers share with the children what they are going to learn and what is to be achieved in a lesson. Children are also given success criteria before starting a piece of work and often a WAGOLL (what a good one looks like). The check list of criteria alongside the examples help children understand what they need to include and show in their learning to complete the task successfully. There are a number of strategies used in the school to assess children's understanding. Assessment is for learning (AiFL) involves the children in self and peer evaluations and promotes discussion and ownership of learning. This gives the children a clearer understanding of what they need to do to achieve and to progress. The children use the term 'feedforward' to identify next steps in learning. More information can be found in weekly 'reflection' jotters.

LEARNING EXPERIENCES

Children learn best when they are actively involved in their learning. At Newmill we use a range of teaching approaches to ensure our children are 'engaged' in their learning. They may work individually, with a partner or in teams. Children are encouraged to talk through their learning and giving a variety of strategies to show how they have solved a problem or found the answer to the question. They present their work in a range of ways.

PLAY PEDAGOGY

Our vision at Newmill Primary is for all children to be 'in flow' in their learning. As part of ongoing development of our approaches to learning and teaching we have been developing play based approaches, using our courtyard area. All children in P1, 2 and 3 have daily opportunities to participate in free flow play opportunities in the classroom and courtyard area. Pupil voice leads the development of learning activities and stations focusing on literacy and numeracy as well as other curricular areas. Playful Pedagogy is a way of integrating children's play experiences with curricular learning, giving pupils the flexibility to find their own solutions to both new and existing problems.

ENSURUING PACE AND CHALLENGE

At Newmill developing the use of SOLO taxonomy has been central to our focus on improving learning and teaching. All staff use SOLO verbs to design tasks and questions which improved the quality of dialogue, differentiation and levels of challenge.

We have agreed whole school shared formats to guide learners, providing a consistent approach across the school community. SOLO provides a good model for differentiation within multi-composite classes.

SUPPORT FOR LEARNERS

Pupils are in mixed ability classes and all of our class teachers plan lessons which are differentiated in order to meet pupil needs effectively.

Additional Support Needs

Some of our children require an additional input from our Support for Learning teachers in order to access the curriculum successfully. Children may be supported either individually or in small groups, sometimes within the class and sometimes in another room. Parents are informed if their child is identified as requiring support for learning and are encouraged to discuss their child's needs with staff.
Some children will have an Individual Education Programme (IEP) or Learner Profile and Strategies (LPS) which is devised for them and evaluated annually. Both are shared with parents and parents may contribute to them if they wish.
The school works closely with other agencies such as Early Years Service (EYS), Speech and Language Therapy (SALT), Educational Psychology (EP), Social Work (SW), English as an Additional Language (EAL) and Occupational Therapy (OT).
Multi-agency meetings called Child Planning Meetings may be held for some pupils. Parents, school staff and other agencies who work with the pupil, meet to discuss issues and concerns, what is working, ideas and actions/outcomes.

Enquire
Enquire offers independent, confidential advice and information on additional support for learning through:
Telephone Helpline: 0845 123 2303
Email Enquire service: info@enquire.org.uk
Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear easy-to-read guides and fact sheets including - The parents' guide to additional support for learning.

APPENDICES

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

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 B

Standard privacy statement for school websites and handbooks

Newmill Primary 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 Newmill 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 Newmill 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, Newmill Primary 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.

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 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, and up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice.

More information is available on the Moray Council Internet site at:
http://www.moray.gov.uk/moray standard/page 75569.html

SESSION 2023/24 – TERM HOLIDAY DATES

Autumn

Term Begins	- Tuesday 15th August 2023
Term ends	- Friday 6th October 2023
Autumn Holidays	- Monday 9th October – Friday 20th October 2023

Winter

Term Begins	- Monday 23rd October 2023
In-Service Closures	- Monday 13th & Tuesday 14th November 2023
Term Ends	- Friday 22nd December 2023
Christmas Holidays	- Friday 22nd December – Friday 5th January 2024

Spring

Term Begins	- Monday 8th January 2024
Mid Term Holiday	- Friday 9th & Monday 12th February 2024
Term Ends	- Friday 28th March 2024
Spring Holidays	- Friday 29th March Good Friday – Friday 12th April 2024

Summer

Term Begins	- Monday 18th April 2024
May Day Holiday	- Monday 6th May 2024
In-Service Closures	- Thursday 16th & Friday 17th May 2024
Occasional day holiday	- Monday 3rd June 2023
Term Ends	- Friday 28th June 2024

SESSION 2024/25 – TERM HOLIDAY DATES

Autumn

Term Begins	- Tuesday 13th August 2024
Term ends	- Friday 4th October 2024
Autumn Holidays	- Monday 7th October – Friday 18th October 2024

Winter

Term Begins	- Monday 21st October 2024
In-Service Closures	- Monday 11th & Tuesday 12th November 2024
Term Ends	- Friday 20th December 2024
Christmas Holidays	- Monday 23rd December – Friday 3rd January 2025

Spring

Term Begins	- Monday 6th January 2025
Mid Term Holiday	- Friday 14th & Monday 17th February 2025
Term Ends	- Friday 28th March 2025
Spring Holidays	- Monday 31st March – Friday 11th April 2025

Summer

Term Begins	- Monday 14th April 2025
Good Friday	- Friday 18th April 2025
May Day Holiday	- Monday 5th May 2025
In-Service Closures	- Thursday 15th & Friday 16th May 2025
Occasional day holiday	- Monday 2nd June 2025
Term Ends	- Friday 27th June 2025

School Name Newmill and Botriphnie Primary Schools

Action Plan and Reporting: Session 2023/24

Group/Individual(s) Assigned:	School Priority Area(s):	Summary description of desired outcome(s) to be achieved:
Whole School Focus	**Priority 1 –Raising Attainment in Literacy**	⊙ Aiming for 80% of each year group to be achieving expected standards. More children to be achieving beyond expected standards. ⊙ All children to be making good progress.
Key links to Education Plan 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:		
☒ 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	☐ School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒ School Improvement ☒ Performance Information	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 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:	Responsible:	Timescale:	← Progress → %:	RAG:
1.1	**Driver**:-Building robust tracking systems to ensure continuous literacy progress for learners. **Change Ideas:-** • Building on reading assessment calendar, create an assessment overview to include listening and talking, writing, with details of assessments to use. • HT to create assessment overview for each genre of writing-including tools for writing. • RS to create Template/WAGOLL- Learner Pathway Folders • Set specific time to develop Individual Learner Pathway Folders (tracking attainment over time) and learning conversations in line with assessment window and tracking points-share with parents. Focus this session: • Literacy Overview –Spreadsheet to update • Writing • Reading Pathway	RS	By end of August	Choose an item...	Choose an item...

	• Listening and Talking Set dates 3 x tracking meetings with HT within session-prior to information being included in Moray Tracker **Measurement: -** Create a whole school overview of attainment in literacy. • Drill down to Year groups and individuals to plan for continuous improvement over time.				
1.3	**Driver: -** Building whole school approaches to reading, building on prior learning and ensuring appropriate progression for all learners. **Change Ideas:-** • RS to complete Reading Pathway overview sheet outlining reading resources using while school shared language (E3, F1, F2, F3, S1, S2, S3) • Staff to continue to develop HOTs resources to match reading progression -continuing to develop use of SOLO. • All to be saved and collated in shared files –accessible to all. • Promoting a reading Culture- Continue to promote authors via whole class book study- each class to include two whole class novel studies each session. • Work with Parent Council to work on next steps as a wider community. **Measurement: -** All learners will have a Reading Pathway document within Learner Pathway Folders with up to date information regarding their individual progression pathway. HT to moderate reading jotters 3 x per year prior to attainment meetings.	All teachers RS to work with PC	Throughout session	Choose an item...	Choose an item...
1.3	Driver: - Improvement in standard of written work. Shared understanding of what progression look like. • RS and JM to research and create whole school protocol/guidance around development of handwriting skills. Pupil led whole school incentive approach developed to ensure children are clearer about progress and next steps. • Continue to develop whole school resources –creating proof reading tasks to match reading resources. • Use these within Daily 5 sessions to improve attainment gap within 'Tools for Writing'. • Daily 5 should be used to provide an opportunity for small group teaching of letter formations and handwriting at early level as well as specifically teach grammar 'up levelling' strategies. • Support children not making expected progress via Handwriting Intervention sourced by CW- develop as a whole school intervention resource. Supported via PEF PSA • Ensure resources are purchased in term 1- pencil grips, etc. • Pop up display boards to be used during Daily 5 for reference- displaying word type colours. Examples of how to up level sentences.	All teaching staff	Termly planning and review	Choose an item...	Choose an item...

	• Spelling-ensure words types and 'uplevelling' of sentences become a key feature through daily spelling activities to develop tools for writing. • All children to understand what is meant be the term 'uplevelling' • All children to increase their understanding of tools and techniques to up level written tasks. • All children to have opportunities to 'up level' written tasks using feedforward from teachers. • Provide Parental engagement/family learning opportunities to support. Whole school story writing challenge using story mountain approach-building on remote learning videos and protocols. • Targeted Interventions- continue to develop use of literacy video on school website. Term1 parental interviews-ensuring pinpointing and sending home resource ensuring parents are clear about how they can support their child at home. • This should include spelling high frequency words. • ASN- timetable use of new dyslexia assessments /screeners to be used next session JM **PEF**- arrangements timetable PSA using Talk boost 1 and 2 to support attainment in literacy – interventions to support class focus/teaching-included within Daily 4 slots. **Measurement:-** • All learners to be able to explain the term 'up level' and demonstrate strategies to do this. Evidence will be found in writing jotters-write in the right/improvements on the left. • All staff to use Daily 5 planners on TEAMs and include in planning folders. • Standard of written work will improve throughout the school. –Jotter monitoring/moderation across staff. • More children will reach expected standard in writing.				
1.4	**Driver:-**We have systems in place to promote equity in raising attainment, improving outcomes for learners. **Change Ideas- Early Intervention Focus** • Introduction of activity packs to support pre -writing, pre- reading and numeracy skill as part of transition. • Use of Emergent Literacy Assessment • Assessment on entry using Talk boost Resources • Talk boost timetable-raising attainment-focusing on ensuring a solid foundation in literacy and communication skills. • Home/School P1 Numicon Packs to be used for home learning. **Measurement:-** Collate P1 assessments info to demonstrate improvements in early language and	Parent Council HT, Teachers		Choose an item...	Choose an item...

	communication skills as a result of interventions, pedagogical approaches developed at P1 and improved transition information supporting early literacy skills and numeracy.				
1.5	**Driver:-Engaging with families, making best use of a variety of resources, including digital technology.** **Maintaining /improving Digital Literacy Skills –building on remote learning/Home learning opportunities** • Sumdog Training-How to set home learning/class learning tasks and monitor engagement/attainment -Jane to lead a session. • Home learning- All classes to set opportunities to practise spelling using Sumdog, set weekly Grammar activity using Sumdog • Teachers to use assessment information –aiming for almost all children engaging in weekly tasks. TEAMS-P6/7 –explore further how to use assignments on TEAMs as part of weekly spelling lessons. P4/5 to access spelling words and an activity via TEAMS	JC to lead and collate			

Group/Individual(s) Assigned:	School Priority Area(s):	Summary description of desired outcome(s) to be achieved:
School Priority 2	**Children's engagement with and leadership of learning**	⊙ Almost all children to be engaged in learning almost all of the time.
Key links to Education Plan 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:		
☐ 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	☐ School Leadership ☐ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒ School Improvement ☐ Performance Information	☒ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 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:	Responsible:	Timescale:	← Progress → %:	RAG:
1.1	**Driver:**-Learners will be active participants in their learning. **Change Idea**:-Create operational definitions for 'engagement' with children. Add to reflection sheets-share with parents. **Measurement Process**- HT sample pupil group ,Parent Council questions	HT, CW, SC	August	Choose an item...	Choose an item...
1.2	**Driver:**-Learners will be interested, curious and sufficiently challenged in their learning. Change idea:-HT with Teachers to devise system for tracking engagement levels within lessons-feedback to provide quantitative data on engagement levels-recorded via learning pit sheets. **Measurement Process**- Data gathered on a specific week each term-measured in conjunction with learning visits.	Think about during transition week	Ongoing	Choose an item...	Choose an item...
1.3	**Driver** -Learners will be able to use an agreed, shared language for reflection. **Change Idea:**-All classes to include 'Learning to Learn' wall, including learning pit and SOLO verbs as a point of reference. Operational definitions of engagement to be included and refereed to. This should include a 'you said' 'we did' section which would possibly sound like 'Co-Creating Station' where feedforward on engagement levels can be used to devise next steps-pupil opportunity to lead learning within their own class. This can be included in TERM 1 class videos or a separate pupil led SWAY created and shared. **Measurement Process:**-Pupil Focus group responses	All teachers To start during transition week.	Make sure it is being 'lived' be end of Term 1	Choose an item...	Choose an item...
1.4	**Driver:**-Children will be confidently able to talk about their progress using Newmill/ Botriphnie Learning Pit **Change idea: -** All teachers to include focus on SOLO verbs throughout Term 1 via daily 5 or whole class pre vocab teaching sessions-could be word of the day for a term on top of Daily 5 IDL vocab. **Measurement Process: -** Pupil Focus Group and Via Learning Visits-evidence of children being able to undertake HOTs using SOLO verbs independently.	Support staff and class teachers	Term 1	Choose an item...	Choose an item...
1.5	**Driver:**-Staff organise classrooms to promote independence and challenge. **Change ideas-** • Continue to develop use of Daily 5 approach to provide independent tasks. • Develop use of Self Directed Learning/ Playful Learning opportunities using SOLO to increase challenge. • Use WAGOLLS and provide opportunities for learners to 'up level' using feedforward **Measurement Process:-** • Peer learning Visits Term 1 and 3 –using agreed engagement tracker • HT visit Term 2 -using 2.3 Theme 1 checklist- Learning and Engagement	All staff-ongoing	From Term 4 20/21 in prep for new session-ongoing throughout new session	Choose an item...	Choose an item...

	• Teacher questionnaire				
1.6	**Driver:-**children will confidently be able to use the language of learning to describe accurately progress made and next steps in learning. **Change idea:-**Friday SDL slots provide opportunities for 1:1 learning conversations using SOLO and school, progressions to identify individual progress and next steps. Children will need to be trained in how to use assessments results using (Learner Pathway Folders) and reflection jotters to lead their own learning via accurate, meaningful target setting. **Measurement Process:-Development of Learner Pathway Folders and Reflection jotters-sampling along with pupils to talk through their progress and next steps (P4-7 sample group).**	All staff	Ongoing throughout term	Choose an item...	Choose an item...
1.7	**Driver:-**Children will feel actively involved in leading their own learning. **Change Idea:-**children in P6-7 will be able to co-construct success criteria to guide their learning when tackling self-directed learning tasks. Learners will be able to share identified goals and progress within these via use of shared school format to set their own success criteria and lead learning. **Measurement Process:-Data gathered in September, January and June-highlighted % of pupils able to do this.**	CW, RS, SC	Ongoing throughout term	Choose an item...	Choose an item...
1.8	**Driver:-**Our learners are eager and active participants who are fully engaged, resilient, highly – motivated and interact well during activities. **Change Idea:-**Whole school approach to play pedagogy at Newmill Primary School. • All teachers to use four capacities skill progression with curricular plans to design play based learning experiences. At P1-3 'Playful Learning' and from P4-7 Self Directed Learning opportunities. Using 'Playful Idea Generator' explore different ways to make learning experiences more playful. Co-creating with learners, making the journey visible. • Developing a shared understanding of processes to assess/track engagement and achievement via Playful Learning/SDL **Measurement Process:** - Monitor progress via pupil focus groups. Teacher peer visits- Developing a shared understating of 'engagement' as well as play pedagogy across the school.	All staff GL, SC, LW lead	Ongoing throughout term	Choose an item...	Choose an item...
1.9	**Driver:-**All staff routinely engage in career long professional learning and develop enquiring and coherent approaches which build and sustain our practice. This leads to continue improvement in learning and teaching and improved outcomes for all learners. **Change Ideas:-**	All staff	Ongoing throughout term		

	• Reading and using 'Play based Learning in the Primary School' Mary Briggs and Alice Hansen • Engaging with Moray Learning and Teaching support videos/support materials collectively and as individuals –relating to PRD focus. **Measurement Process:- PRD, Teacher views, engagement levels via learning walks/reflection jotters**				

Group/Individual(s) Assigned:	School Priority Area(s):	Summary description of desired outcome(s) to be achieved:
School Priority 3	**Raising Attainment in Numeracy-**	⊙ **Building a curriculum promoting conceptual understanding and best practice, to raise attainment in numeracy and maths.**

Key links to Education Plan Priority Area(s):		
	☒ Raising Attainment and Achievement	☐ Self-evaluation for Self-improvement
	☒ Learning, Teaching and Assessment	☒ Supporting All Learners
	☒ Curriculum	☐ Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☒ 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	☐ School Leadership ☐ Teacher Professionalism ☐ Parental Engagement ☒ Assessment of Children's Progress ☒ School Improvement ☒ Performance Information	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 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:	Responsible:	Timescale:	← Progress → %:	RAG:
1.1	**Driver:-**We aim to increase the number of children making expected progress and working beyond expected levels by drilling down into those not making expected progress. Change Ideas:- Staff will make effective use of assessments and develop a shared understanding of standards, to track progress and plan responsively. • Year group spreadsheet to be designed. • Hot/Cold assessments -scoring system added using SOLO 1-4 mark system • ASG-share with ASG-aim of building an ASG assessment bank to support shared understanding of progression and support moderation and TPJ-See separate Plan • Clear annual overview indicating assessment weeks to be created and shared • Spreadsheets to be used to store assessment results • Consistent use of operational definitions to describe learner achievement (personal	All staff	Throughout session 20/21	Choose an item...	Choose an item...

	milestones, not yet making expected progress, making expected progress, beyond) • Tracking meetings to analyse assessment data. • Include opportunities to moderate assessment questions /feedback and 'tweak' assessments • Continue to create yearly overviews for each levels to support teacher professional judgement, learning conversations and reporting to parents. **Measurement: -** Using year group spreadsheet to create whole school attainment overviews and track improvements/inform next steps.				
1.2	**Driver: -** Learners will benefit from high quality universal support to develop numeracy knowledge and skills. We will develop our curriculum to promote conceptual understanding via whole school approaches. (Supported via PEF) Change Ideas:- • Provide more opportunities to revisit four key areas of numeracy through creating a suite of whole school resources. Strategy booklets with links to explanation /instruction videos (created last session to support remote learning) will be developed. 1. Videos have been created for all areas apart from Number, order and place -JM to create. 2. Number, Order and value booklets for E3, F1, F2, F3, S1, S2, S3 to be created 3. Addition and Subtraction-audit of what has been done so far and complete. 4. Multiplication and Division -E3, F1, F2, F3, S1, S2, S3 5. Fractions, Percentages and Decimals -E3, F1, F2, F3, S1, S2, S3	JM, SC, CW	Ongoing	25%	Choose an item...
1.3	• Set a cyclical timetable for numeracy support books at each level. • Timetable extra adult support within some numeracy/maths slots within each class to support • Promote and organise use of numeracy booklets for home use, alongside Sumdog. **Measurement: -** Using year group spreadsheet to create whole school attainment overviews to track improvements/inform next steps.	RS	In August	Choose an item...	Choose an item...
1.4	• Staff team to review what a weekly overview looks like: exploring Daily 5 approach, mental maths, numeracy booklets, use of manipulates, problem solving, use of Sumdog	RS Lead	Ongoing 21/22	Choose an item...	Choose an item...

	• Participate in Numicon Training-postponed due to covid (PEF support) • Create a guide to planning learning and teaching.				
1.5	**Driver:** - Developing high quality personalised support within numeracy curriculum. **Change Ideas:** • Analysis of assessment data- responsive planning using evidence to target interventions. • Creating/resourcing interventions- Continue to develop precision teaching of number facts- involving parents-using support videos created for remote learning. • Further explore use of SEAL-in house CPD and build up resources. • Timetabling of small group or 1:1 support using numeracy booklets or SEAL	RS/JC/JM lead		Choose an item...	Choose an item...

School Name :Newmill Primary School

Standards and Quality Report: Review of Session 2023/24

Context of the School

Roll	Physical Capacity	Functional Capacity	Attendance	Exclusions	LAC	ASN pupils	SIMD profile	Staffing	Vacancies
66	98	75	98.92%	0	0	37	6.4	7	0

Newmill Primary is a small, rural school. The Headteacher has leadership responsibility across two schools. Newmill and Botriphnie became schools within a paired headship in May 2016, with both schools working closely together. There are three multi-composite classes: P1-3, P3-5, and P5-7. Newmill Primary has a Principal Teacher and two class teachers who are well established, having been in post for some time.

The school works closely with parents to develop the learning environment for the benefit of all learners. Throughout August 2019, teaching spaces were reorganised, to maximise use of the outdoor courtyard area, in line with the school development of play pedagogy. Children in the early stages utilise the outdoor area on a daily basis providing free flow self-directed play opportunities for all. Most recently, the Parent Council have be revaluating their aims to demonstrate the interconnectedness of the school and community in improving learning and outcomes for children. We aim to align values for the benefit of our learners, providing a shared moral purpose, ensuring our shared vision is ambitious and focuses on improvements in outcomes for all.

The vision for Newmill Primary School is 'Climbing the tower of Learning Together' which is featured on school uniforms. The clock tower is a local landmark located in Newmill Village Square.

Newmill Primary regularly updates their website to share information with our families, as well as provide opportunities for family learning.

The population of Newmill is increasing. A high proportion of residents are economically active. Employment in the manufacturing industry is 5% higher compared to Moray and almost double that of the National Average; a significant number of these jobs will be linked to the whisky industry. Construction industry employees are around 12% of workers, while agriculture fishing and forestry are also important to the local area with over 10% of employees in this sector, five times the national average and over three times the Moray average. The Botriphnie/Newmill area has a strong farming community. There is low unemployment.

98.4% of the residents aged three and over speak English well or very well. Notably the villages have a high proportion of people who are able to speak Scots with 60.4% compared to 30.1% nationally, and 45.3% for Moray. Doric is by far the main dialect spoken in the local area, with the neighbouring town of Keith declared the first winner of the Scots Toun Prize, an award established in 2014 to recognise communities which support and encourage the use of the Scots language.

Botriphnie/Newmill have the lowest proportion of residents walking to work with a high proportion choosing to travel to work by car. Limited public transport services connecting the villages to towns and places of work necessitate the need for personal transport. Due to the rural location of Newmill, access to services is limited.

Newmill Primary was visited under short inspection model in October 2017.

Priority 1

Raising Attainment in literacy-80% of children will be working at the expected standard across all areas of literacy by June 2021.

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:		
☒ 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	☒ School Leadership ☒ Teacher Professionalism ☐ Parental Engagement ☒ Assessment of Children's Progress ☒ School Improvement ☒ Performance Information	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 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

As a result of our focus on assessment, tracking and monitoring, we have designed a more robust approach to tracking attainment over time. All staff are using and analysing agreed data and a more consistent, robust approach to assessment has been developed. This is supporting the schools vision to ensure learners make very good progress from their prior levels of attainment. The information collected, teamed with consistent whole school approaches to learning and teaching, proves we are improving outcomes for almost all learners and the school has met its target this session with over 80% in both P1 and 7 working at expected levels. ACEL Data proves attainment has improved in P4 despite not quite reaching our target. This session teachers have worked collaboratively to increase learner engagement in literacy. Practitioner enquiry led to a small test of change via a pilot of 'Daily 5' approach in P5-7. This was developed, reviewed and evaluated throughout Term one. Based on the feedback, the approach has been rolled out and developed across the school. The rationale is twofold: it provided a structure to develop a whole school approach, building on professional learning (Emergent Literacy), ensuring our learners experience a developmental approach to literacy. In addition, the approach can be used to promote independence and offer challenge (linking well with Priority 2). Whole school resources and planners have been developed and shared on TEAMs. All staff have been involved in professional research and development activities to embed this approach throughout the school. All staff feel that sharing whole school resources via TEAMs has helped them improve approaches to learning and teaching as well as, contributing to an improved understanding of standards and an awareness of vulnerable learners. Throughout the remote learning, a suite of videos to support literacy learning at home was produced and shared on our school website. There is scope to work in partnership with families to develop the use of these resources to support attainment in literacy.

Next Steps

- Continue to review and develop our newly develop tracking spreadsheet for individuals. Continue to develop use of individual 'Learner Pathway' folders to record, analyse and track attainment over time.
- Continue to embed, evaluate and improve 'Daily 5 approach' to ensure learners make very good progress from prior levels of attainment.
- Continue to develop literacy resources (linked to reading) to ensure progression.
- Provide opportunities for moderation-using progressions, alongside whole school resources and children's learning.
- Reading Challenge- work in partnership with parents to re-establish. Covid has been a real barrier in progressing 'First Minister's Reading Challenge.'

Priority 2

Excellent Learning and Teaching-Children's engagement with and leadership of their learning.

Key links to Moray Education Priority Area(s):		
	☒ Raising Attainment and Achievement	☐ Self-evaluation for Self-improvement
	☒ Learning, Teaching and Assessment	☐ Supporting All Learners
	☐ Curriculum	☒ Leadership at all Levels

NIF Priorities:	**NIF Drivers:**	**Children's Services Plan:**	**HGIOS?4 QIs:**		
☐ 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	☒ School Leadership ☐ Teacher Professionalism ☐ Parental Engagement ☒ Assessment of Children's Progress ☒ School Improvement ☐ Performance Information	☒ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 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 session we have reviewed our 'Learning to Learn' culture and approaches to maintain, and extend existing practice: we have developed 'Newmill Mindset Qualities' to provide a shared language of learning and improve consistency in how we promote, maintain and measure attitudes to learning. Our learners tell us that these characters (Ninjas) help remind us all of the important qualities we aspire to demonstrate. Children are able to reflect on and articulate the learning qualities they demonstrate in a weekly basis via reflection jotters. Throughout classroom visits a growth mindset ethos is evident in classes where children can feedback and reflect on their learning powers and how development of these will benefit lifelong learning. Teachers have been developing the use of the SOLO taxonomy (via refreshed learning pit) to develop operational definitions of stages in learning to increase challenge, choice and independence in learning. We have used (and introduced with children) SOLO verbs to design learning experiences and improve classroom dialogue, enabling higher order skills. We have agreed whole school shared formats to guide learners, providing a consistent approach across our school community. As a result, teachers feel more confident in their approach and report that the use of SOLO is providing a good model for differentiation within multi-composite classes. This will continue to be a development focus as we work to embed use of solo across our curriculum. Teachers continue to broaden ways (Via Playful Learning and Self Directed Learning) for children to be involved in the planning of their learning, paying particular attention to promote children's curiosity and independence, continuing our focus on pace and challenge. Parent Council has worked in conjunction with school to create a Summer Newmill Ninja Challenge for families to enjoy, promoting wellbeing entitlements.

Next Steps

- RRSA gold-in conjunction with Connecting Classrooms –ASG project
- There is scope to revisit reporting/tracking in light of Covid- how are we reporting to parents –thinking about the balance- skills, knowledge and attitudes.
- Continue to embed use of SOLO across curriculum.
- Professional Learning opportunities to develop learning and teaching in line with Our Moray Standard.
- Provide Self-directed learning opportunities- linked to SOLO and in conjunction with pupils-Co creating stations.

Priority 3

Raising Attainment in Numeracy

Key links to Moray Education Priority Area(s):		
	☒ Raising Attainment and Achievement	☒ Self-evaluation for Self-improvement
	☒ Learning, Teaching and Assessment	☐ Supporting All Learners
	☒ Curriculum	☐ Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☒ 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	☐ School Leadership ☒ Teacher Professionalism ☐ Parental Engagement ☒ Assessment of Children's Progress ☒ School Improvement ☒ Performance Information	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 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

Last session our professional development focus was very much on the 'how' of numeracy-with professional learning opportunities exploring on the Numicon and SEAL approach -promoting conceptual understanding. This session, we continue to focus on 'the how' but also have prioritised time to create whole school overviews to support learning, teaching and assessment-with much more of a focus on 'the what.' As a result, we now have a whole school yearly overview-outlining teaching focus. We found that Highland Numeracy diagnostic assessments were not enough information to support teacher judgment and to track progress within multi-composite classes. Principal Teachers from both Newmill and Botriphnie have collaborated to create assessments for each organiser to suit our context and tracking language. Northern Alliance progressions were used, in conjunction with new Leckie and Leckie whole school programme, to design our numeracy and maths curriculum. Our assessments have been designed using SOLO taxonomy and provide clear standards and expectations in numeracy to ensure everyone knows what a year's progress looks like. Teachers have started to use these 'Hot' and 'Cold' assessments to track progress and inform learning and teaching. Teachers report this is helping to improve learning and teaching and their professional judgement. This will continue to be a focus throughout the coming session. To support remote learning, we created a set of family learning maths strategy videos. Now we are adding to our library of short explanation videos to support numeracy progress to cover the following numeracy concepts-understanding number, place and value, addition and subtraction, multiplication and division as well as fractions, percentages and decimals. This will continue to be a focus of our improvement journey as we create our own resources to match –creating a whole school approach to raising attainment in numeracy via home learning strategy books. PEF has been used to support numeracy developments with the purchase of Sumdog and new Mental maths books. All children report they find both these resources increase their enjoyment and motivation.

Next Steps

- Continue to develop use of assessments to support learning and teaching as well as the reliability of professional judgments-decide on clear structure for use, including analysis of results via tracking meetings.
- Provide Moderation opportunities-to review and evaluate assessment results.
- ASG-next steps to improve attainment in numeracy-consistent strategies and progressions in place across ASG, supporting more meaningful moderation. Sharing our approach and collaborating to develop further,
- Pupil participation- develop use of assessments to identify their progress and next steps in learning.
- Partnership working with parents-focusing on raising attainment in numeracy.