



School Handbook



Information correct at date of
Publication – December 2024

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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.

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 P3/4/5/6.

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 | https://blogs.glowscotland.org.uk |
| E mail | admin.newmillp@moray-edunet.gov.uk |
| Council Website | www.moray.gov.uk |
| Head teacher | Miss Rachael Smith |
| School Roll | 71 |
| Stages taught | P1/2/3, P3/4/5/6, and P6/7 |

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, P3/4/5/6, P6/7

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, and those who wish to carry on form a P6/7 senior group. 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 8.35am. Children from the village walk to school. There is a member of staff in the school playground from 8.40am. Children should arrive between 8.40am and 8.55am.

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 two 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 two 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 | 8.55am to 3.00pm |
| Morning Interval | 10.40am to 11.00am |
| Lunch Break | 12.30pm to 1.15pm |

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 lpay 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- 5 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 contact Moray Council through their 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.

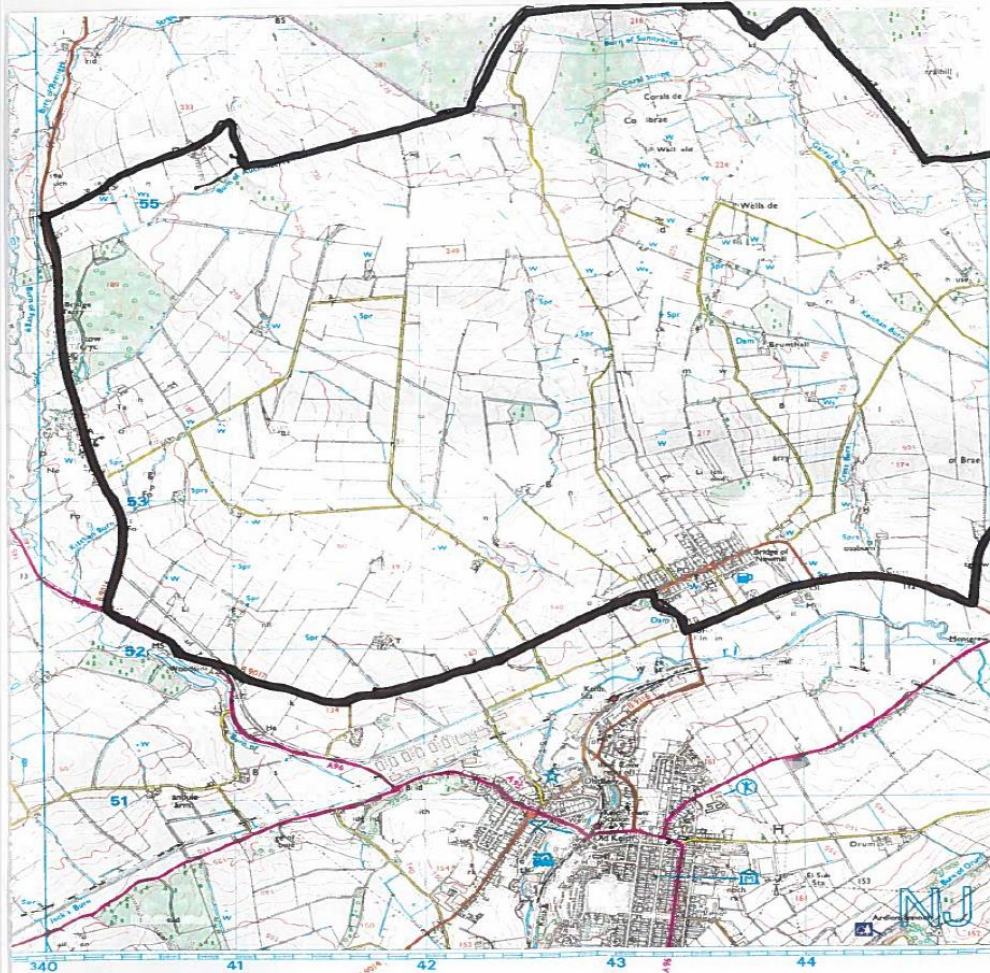
It is a good idea to have some form of protective clothing for art lessons. Whilst most paints will wash out some glues do not. An overall or old shirt or T-shirt will do.

You can apply for a clothing grant for your child if you are receiving certain benefits – you can enquire via the Moray Council website



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.

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.

Moray Firth Radio will also make an announcement about a closure. Even if the school is open, children who live well off the main roads are advised to stay at home if the forecast is bad. Please contact the school if you do decide to keep your child at home.

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

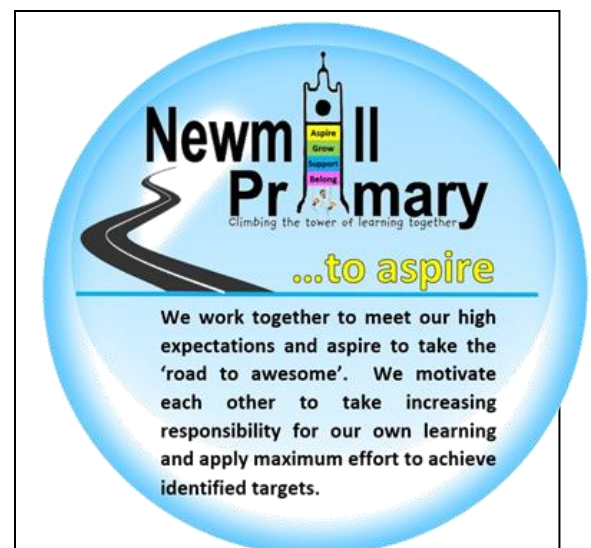
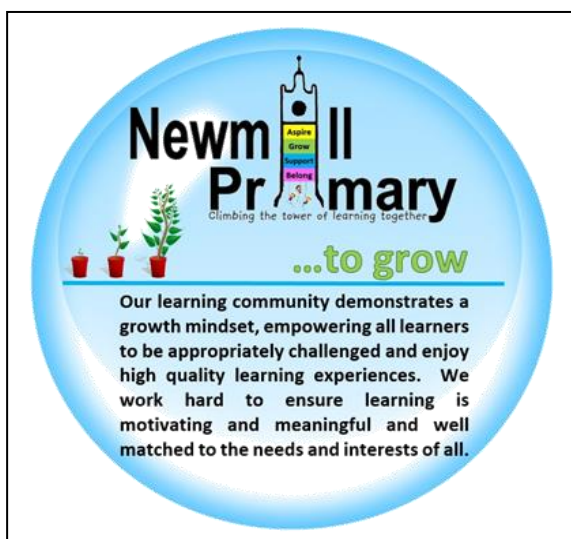
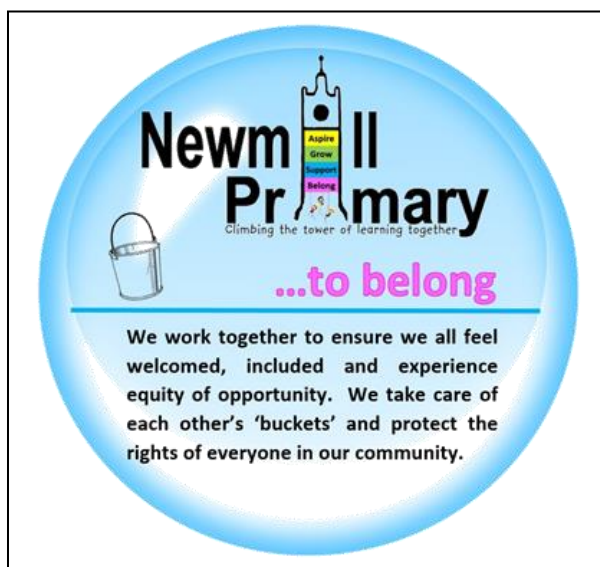
| | |
|---------------------|---|
| Miss Rachael Smith | Head teacher |
| Mrs Lesley Watt | Class teacher P1/2/3 |
| Mrs Claire Wright | Principal Teacher P3/4/5/6 |
| Mrs Jody Mair | Class Teacher P6/7 |
| Mrs Jody Mair | Support for Learning Teacher |
| Mr Edward Friday | Recorder Instructor |
| Mrs Wilma Murdoch | Classroom Assistant / Pupil Support Assistant |
| Mrs Carole Whyte | Playground/Lunchtime Supervisor Pupil Support Assistant |
| Mrs Jennifer Duncan | Cleaner |
| Mr A Gilbert | Janitorial Services |

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

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 am 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 holds a restorative 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 necessary 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.

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. If your child suffers from a severe nut allergy, school meals will not be provided. If the nut allergy is mild to moderate then you will be asked to sign a school meal consent form.

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. Much harmless childhood play may appear aggressive in its nature and this is quite normal. However, aggression becomes unacceptable when it is used to torment, to inflict pain or to humiliate others.

Bullying is not an argument or disagreement between people, or the breaking up of friends, although this may be the cause of bullying later.

The problem of bullying can only be addressed if the school knows it is happening, **so we need to know**. Parents who are concerned about any incident should get in touch with the school immediately.

Procedures

- Victims of bullying, onlookers or parents should report incidents to a member of staff. This can be done in complete confidence and everyone will receive a sympathetic hearing.
- All reports of bullying will be investigated.

In many cases the problem is resolved at this stage if the incident is found to be a more general behaviour problem.

However if bullying is happening the following procedures apply:

- The Head Teacher will be informed of all incidents of bullying and will become involved as necessary.
- Incidents of bullying will be recorded on SEEMIS.
- Parents of victims will be informed of the investigation and the outcome.
- Parents of bullies will be informed of incidents and will be given an opportunity to discuss their child's behaviour and any sanctions imposed.

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 the wrongdoer has 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

Often a restorative meeting will take place. At the meeting, the person leading the meeting will encourage a restorative conversation between those involved.

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 and paracetamol 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, by telephone **(01542882788)** or email – admin.newmillp@moray-edunet.gov.uk or **you can leave a notification via the Parent Portal** 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
- You may of course send another member of the family to school with a note giving details of the absence.
- 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. The homework should never be too difficult for your child to do and your support will always be appreciated. 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 jotter.

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 the school well in fundraising. We have two main fundraisers in the school year; a coffee morning in May and our Christmas Concert in December. 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.

We use GroupCall for sending out emails along with Xpressions APP, and ask that Parents use email for communicating with the school.

We also use Parent Portal for reporting of Absences, and envisage using this for arranging Parent Night Appointments.

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 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-

- Term 1 –Settling in Interviews
- Term 2 - Snapshot Jotters
- Term 3 - Pupil Led Conferences- Written Report on Skill Development
- Term 4 - Pupils Led Conferences- Annual Summary Report

TRACKING

During this session, Newmill Primary School has started to use a Moray Tracking Spreadsheet 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 Crossroads, 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

The zoned secondary school for Newmill pupils is Keith Grammar School. Towards the end of May a member of the Guidance Staff from KGS visits the P7 pupils. Transition arrangements has been mainly virtual over the past two years.

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 fortnightly 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

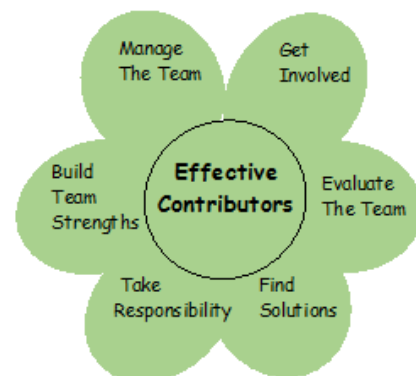
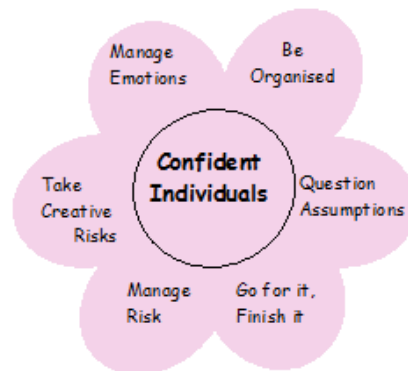
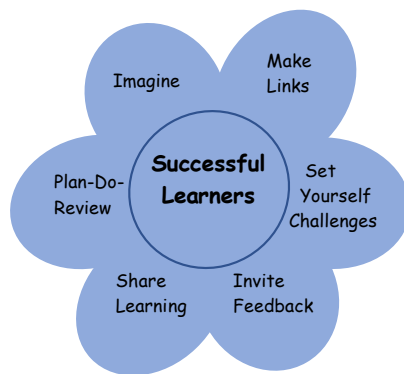
improvements. We aim to prepare our children for the future by focussing on skills development, particularly the skills in literacy, numeracy and health and wellbeing as these are key to accessing all other learning, achievement and employment. We aim to provide opportunities for our young people to 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>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me¹.</i> MNU 0-01a | <i>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.</i> MNU 1-01a | <i>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.</i> MNU 2-01a | <i>I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem.</i> MNU 3-01a | <i>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.</i> 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.

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

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

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 with other schools in the ASG to promote professional dialogue and 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 'engaged' 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.



ENSURING 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 termly. 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

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

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 2024/25– TERM HOLIDAY DATES

Autumn

| | |
|-----------------|---|
| Term Begins | - Wednesday 14 th August 2024 |
| Term ends | - Friday 4 th October 2024 |
| Autumn Holidays | - Monday 7 th October - Friday 18 th October 2024 |

Winter

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

Spring

| | |
|--------------------|--|
| Term Begins | - Monday 6 th January 2025 |
| In-service Closure | - Thursday 13 th February 2025 |
| Mid Term Holiday | - Friday 14 th & Monday 17 th February 2025 |
| Term Ends | - Friday 28 th March 2025 |
| Spring Holidays | - Monday 31 st March - Friday 11 th April 2025 |

Summer

| | |
|------------------------|--------------------------------------|
| Term Begins | - Monday 14 th April 2025 |
| Good Friday | - Friday 18 th April 2025 |
| May Day Holiday | - Monday 5 th May 2025 |
| Occasional day holiday | - Monday 2 nd June 2025 |
| Term Ends | - Friday 27 th June 2025 |



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 |
|------|-------------------|---------------------|------------|------------|-----|------------|--------------|----------|-----------|
| 72 | 98 | 75 | 94% | 0 | 0 | 18 % | 7 | 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.

At Newmill Primary our vision is to '**climb the tower of learning together**'. Our vision statement is inspired by an important local feature: the clock tower in Newmill Square. Learners benefit from a strong sense of community, shared values and high expectations:

- **Belong** (We work together to ensure we all feel welcomed, included and experience equity of opportunity. We take care of each other's' buckets and protect the rights of everyone in our community.)
- **Support** (We work together to make and maintain positive relationships and promote emotional wellbeing. We learn from one another. We ensure our young people feel supported to do their best.)
- **Grow** (our learning community demonstrates a growth mindset, empowering all learners to be appropriately challenged and enjoy high quality learning experiences. We work hard to ensure learning is motivating, meaningful and well matched to the interests of all.)
- **Aspire** (We work together to meet our high expectations and aspire to take the 'road to awesome'. We motivate each other to take increasing responsibility for our own learning and apply maximum effort to achieve identified targets.)

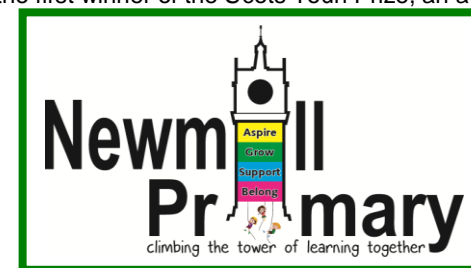
The school works closely with parents to develop the learning environment for the benefit of all learner. Parent Council aims demonstrate the interconnectedness of the school and community in improving learning and outcomes for children. We aim to align values for the benefit of our learners, providing a shared moral purpose, ensuring our shared vision is ambitious and focuses on improvements in outcomes for all. [Go to this Sway](#)

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 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.

- ACEL data 21/22 P1 - 88% all areas, P4- LT 85%, R 85% W 78%, N 78%, P7- LT 85%, R 85%, W 85% N 85%
- ACEL data 22/23-P1 83% all areas, P4-LT 80%, R 80%, W 60%, N 90%, P7-Literacy all areas 75%, N 62%
- ACEL 23/24 – P1- 100% across all areas, P4-LT 100% R 100% W 88% N 88%, P7- LT 100%, R 100%, W 88% Numeracy 75%





School Name :Newmill Primary School

Standards and Quality Report: Review of Session 2023/24

Priority 1-Raising attainment in Literacy

- ⊙ Aiming for at 80% of each year group to be achieving expected standards in reading.
- ⊙ The whole school community will build and sustain a whole school reading culture to support and raise attainment in literacy
- ⊙ Learners to experience increased support and challenge within their literacy curriculum-with a specific focus on writing based on change in pedagogical approaches

Key links to Moray Education Priority Area(s):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input checked="" type="checkbox"/> Self-evaluation for Self-improvement |
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Leadership at all Levels |

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

Progress and Impact

Our pupil led improvement group 'Reading Leaders' continue to work towards 'Reading Schools' accreditation through implementation of their action plan. As a result, we continue to build and sustain a whole school reading culture to support and raise attainment in literacy. In May 2024, Newmill Primary achieved Silver Reading Schools Status and our ACEL data demonstrates we are sustaining and raising attainment in reading with all learners achieving expected milestones in P1, most in P4 and all P7. We manage resources well, planning a refreshed reading curriculum, through the purchase of up to date reading scheme. Maximising new resources will continue to be a focus of next session's literacy attainment journey with a focus on family learning, specifically guided reading. In writing, we continue to build on last session's professional learning and are in our second session of reviewing, refreshing and implementing a new writing curriculum, in line with our informed awareness of current educational thinking. To support this process, resources have been purchased to refresh our whole school approach and steps have been taken to create levelled progressions for each text type as well as whole school overview. We have been able to do this for five text types this session and have developed whole school teaching resources to support. All staff report to feel more confident in teaching writing as result of the whole school professional learning and collaboration to produce termly plans, with a renewed focus on the four contexts for learning. To support staffing changes, team teaching and opportunities for modelling of approaches have been successful in supporting professional learning. Children report the approach is supporting them to produce more high quality pieces of writing, demonstrating a developing ability to articulate the word levels and sentence levels decisions they have made, based on teaching input.

Next Steps

- Continue with Reading Schools accreditation programme- moving to focus moving from silver to gold outcomes-main action points being partnership working –engaging parents and pupils with new reading material and family learning sessions to promote guided reading at home and in school.
- Continue to create resources and programmes to match professional learning –improving quality of teaching in writing to raise attainment –creating balanced writers who can make word levels and sentence level decisions. Measurement- tracking system to be created and piloted next session (four more text types to create progressions for)
- Pruning whole school spelling approaches in line with assessment data to provide more support and challenge and meet individual needs

Priority 2

- ⊙ Session 23/24- Teachers will be able to improve and talk confidently about their pedagogical approaches based on fundamental principles and practices of well researched grounded pedagogy.
- ⊙ Learners will experience high quality teaching across the curriculum

Key links to Moray Education Priority Area(s):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input checked="" type="checkbox"/> Self-evaluation for Self-improvement |
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Supporting All Learners |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Leadership at all Levels |

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

Progress and Impact

Across our paired school community, there is a strong ethos of professional engagement and collegiate working to improve learning and teaching, building on previous knowledge and understanding. All teaching staff have invested in sustaining a collegiate learning culture through collaborative practitioner enquiry, with a focus on 'Power Up your Pedagogy'. All teachers have engaged in seven professional learning sessions focusing on up levelling their teaching toolkit. All staff have been able to report back to our pedagogy team on changes to their practice and impact for future practice, retaining clear records of changes to their thinking and links with previous CLPL. Peer learning opportunities have, and will, continue to be a priority within collegiate time. This session, teachers worked together to create a peer observation toolkit to support continuous improvement and sustain our practice. This has been piloted this session to evidence improvement for learners and measure practitioner progress using Newmill's Learning Pit. Our shared language for progress has been promoted within the whole school community via the creation of an interactive display. The pit (based on previous professional learning linked to SOLO taxonomy) has helped teachers to improve approaches to learning and teaching and increase learner engagement, measured through peer observations. All teachers report that they feel more confidently able to talk about their pedagogical approaches and can make links between previous research and professional learning activity. Newmill's Learning Pit empowers children to have a say in the quality of their learning experience and how to improve. It is effectively promoting a whole school approach to measuring progress leading to sustainable improvement in learning and wellbeing. Next, we will be increasing peer observations with a focus on measuring, more accurately, learning engagement.

Next Steps

- Continue to develop leadership opportunities across the school-with all children accessing leadership opportunity –planning for my learner choice in leadership experience and focus to increase motivation.
- Power Up- still have to complete 4 elements –professional learning withinn24/25.
- Continue to improve, build and sustain the quality of learning and teaching across our school(embedding the 'Power Up Your Pedagogy' approach) using peer observation toolkit and interactive whole school approaches to #What we learn and #How we learn- Digital Profiling
- Provide opportunities for individual professional learning through revisiting specific areas as a result of self and peer evaluation.

Priority 3

- ⊙ Building an ASG shared understanding of numeracy curriculum progression to raise attainment in numeracy.
- ⊙ Learners to experience increased support and challenge within their numeracy curriculum.

Key links to Moray Education Priority Area(s):

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

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

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

Progress and Impact

Teachers continue to build an ASG approach to learning, teaching and assessment supporting the moderation process throughout session 23/24. The numeracy pedagogy team has created: 'A How to Administer Assessments Guide', completed most third level assessments, started to create a bank of application tasks and completed strategy booklets to track numeracy strategy development. Newmill Primary School now hold individual data tracking attainment and progress across all maths and numeracy organisers for the last three sessions. This is supporting data driven dialogue around progress and attainment over time. Teachers report increased confidence and can articulate how they are planning more responsively using assessments results and flexible groupings. To support partnership working, this is shared with parents via reports and reflection jotters to provide more detailed data around progress and next steps. This session, the ASG is in a position to share P7 data to support an effective numeracy transition. Teachers tell us using the ASG assessment bank is key in improving learning and teaching. 'Cold' Assessments are used consistently across the school to explore students' prior knowledge and activate relevant schemata. 'Hot' assessments are used to assess progress and evaluate the impact of learning and teaching. Learners are fully involved in the process of assessing impact. The assessments are motivating them to take ownership of their learning and take responsibility for the progress they are making. Learners can articulate whether their numeracy and maths lessons have had the 'goldilocks' effect and set targets based on performance. They are clear about where they are in their learning (E3, F1, etc) and able to see the progress they are making. This session we have been piloting the use of a new 'Problem Solving' resource to support the 'application' of numeracy skills at first level. We recognise that application of numeracy and maths skills will continue to be a focus of our moderation activity as will further development of numeracy profiles to include tracking strategy development.

Next Steps

- Continue to moderate resources created by Numeracy Pedagogy Team-building ASG approach –third level assessment focus
- Further develop and moderate a bank of 'application' tasks to develop conceptual understanding alongside procedural fluency
- Pilot use of the second level Problem Solving resource.
- Support learners to track numeracy strategies they know and are able to apply- to develop conceptual understanding alongside procedural fluency –carefully consider systems for this as part of collegiate time. Ensure all learners build a numeracy and maths profile to support transitions and continued progress –use strategy booklets with pupils
- Opportunities for family learning – Use addition and subtraction strategies with parents –open evening –design some activities to develop whole school under of strategies

School Improvement Plan

| | |
|----------------------|--|
| Session: | 2024-2025 |
| School: | Newmill/Botriphnie |
| Plan term: | <input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input type="checkbox"/> 3 years* |
| Link Officer: | <i>Willem Smit</i> |

*on discussion with Link Officer/QIM, context based

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



Priority 1 –Second year of creating a refreshed writing curriculum and first year of refreshing listening and talking curriculum to support progress in writing, third year of building and sustaining a whole school reading culture to raise attainment in literacy

Summary of Priority: Priority 1- Raising Attainment in Literacy

- Learners to experience increased support and challenge within their literacy curriculum-with a specific focus on writing.
- Learners to experience a high quality listening and talking and writing curriculum that support progress in literacy.
- The whole school community will build and sustain a whole school reading culture to support and raise attainment in literacy

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☒ Curriculum
- ☒ Empowering leadership at all Levels
- ☒ Closing the poverty related attainment gap

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

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
|---|---|--|------------------|--|
| Change ideas:- <ul style="list-style-type: none"> • Finish progressions for four remaining text types • Teachers to re visit professional learning videos again before teaching each text type • Create shared active inspire teaching as a teaching resource and reference tool moving forward • Complete Yearly Overview- breaking into Early/First/ Second- text types • Create tracking Spreadsheet-similar to maths and numeracy | Driver:- <p>Learners will become balanced writers with an increased ability to make and articulate sentence level, word level decisions as a direct input of a refreshed writing curriculum.</p> <p>Learners will be able to make links between listening and talking and writing curriculum to maintain and raise attainment in literacy.</p> | <p>Throughout session as we teach different text types</p> <p>Throughout session 24/25</p> | <p>All staff</p> | Measurement :- <ul style="list-style-type: none"> • All Primary Teachers will have up to date knowledge of best pedagogy and will be sharing learning with pupils and trialling new approaches. This will be evident in learning walks, planning folders, pupil groups-updated pupil improvement plan, and jotters.(PM writing and PM oracy) • All teachers and learners will have trialled all nine text types –introduced at CLPL- document and be able to talk about how it helped inform learning and teaching. • All children will have a profile with 'cold' and 'hot assessments' for writing |

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| <ul style="list-style-type: none"> Assessment calendar for writing created Populate spreadsheet throughout the session Learners to have writing profile with cold and hot pieces – consider format, make decisions Spelling- tweaks to be made to whole school spelling approach based on data. – Precision teaching piloted in P3/4/5 for common words Listening and Talking - Whole school CLPL- All staff to participate in four training sessions. <p>26/08/24 28/10/24 25/11/24</p> <ul style="list-style-type: none"> Listening and talking progression to be reviewed and refreshed- clearer progression to support assessment Listening and talking resources to be piloted – matching PM writing – PM oracy- consolidating talk for writing. Learners to hold a Listening and Talking profile with assessment evidence Assessment calendar for Listening and talking to be created. Reading School Gold- See separate Action plan and evidence – both schools –working together on a joint action plan. Main action points include: <ul style="list-style-type: none"> ➤ Community Event-display in a community space-Reading Café ➤ Family learning events –to introduce new reading scheme and how to support progress- which will include videos on Blog ➤ Joint schools Author Event ➤ Book recommendations to support HWB on blog – mindset, friendship, etc | <p>Learners will benefit from a curriculum where opportunities to generate excitement around reading is maximised to sustain and raise attainment in literacy.</p> | | | <ul style="list-style-type: none"> Almost all children will understand and be able to talk about the progress and next steps within each text type e.g. S1, S2. Moderation of standards- Jotter-improvement monitoring as part of peer observation walks-developing a shared understanding of F1, F2, etc ‘tools for writing’ as a result of spelling, grammar and handwriting focus. Aiming to maintain and raise attainment Assessment Calendar created throughout 24/25 and in place 25/26- writing, listening and talking Peer learning walks – different focus (spelling, writing, L&T) - moderating approaches to teaching writing –developing shared understanding. Identifying whole school messages and next steps. All teachers to have trialled the Pm Oracy resources and be able to talk about their impact. Parents will be able to access resources and information to support their child’s progress in reading Submitting evidence plan to achieve Reading Schools Gold in 24/25 |
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Evidence to support reduced bureaucracy/workload of teachers: Joint working

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



Priority 2 - second year of enquiry based approaches to improving learning, teaching and assessment

Summary of Priority: Children's engagement with and leadership of learning

- Teachers will be able to improve and talk confidently about their pedagogical approaches based on fundamental principles and practices of well researched grounded pedagogy.
- Learners with experience high quality teaching and be active participants.

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☒ Empowering leadership at all Levels
- ☒ Curriculum
- ☒ Closing the poverty related attainment gap

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

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
|--|---|--------------------------|-------------|---|
| Change Ideas: <ul style="list-style-type: none"> All staff to participate in remaining five teacher learning community professional learning events Develop interactive version of the Newmill/Botriphnie Learning Pit to set a shared language for progress across the whole school community- share with families via school blog and launch at Term 1 parents night. All staff to use newly created peer observation template to undertake three learning visits of each other throughout session 24/25. Continue to develop shared resources to | Driver:- <ul style="list-style-type: none"> Empowering learners to be re eager and active participants who are fully engaged, resilient, highly –motivated and interact well during learning activities. Learners will experience high quality teaching across the curriculum. Learners will be interested, curious and | Throughout Session 24/25 | All staff | Measurement:- <ul style="list-style-type: none"> Use of and pupil's ability to talk about interactive 'wall' and interactive learning pit to understand the relevance of and reflect on learning experiences TLC Teacher Folders/Evidence/Classroom Visits-progress within each element identified in terms of levels within the pit HWB- Glasgow wellbeing profile used to asses HWB- attitude to learning –twice yearly in addition to three times individual HWB wheels Jotters- children's identification and ability to talk about their progress in terms of the pit (O-4) |

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| <p>support sustainability of approaches within each element</p> <ul style="list-style-type: none"> • Develop and explore opportunities for parents to evaluate progress and next steps using the learning pit • Refresh 'Respectful Relationships Policy' with parents –use Rights Rabbit to make accessible children –RRSA Gold- Rights Based Approach to Learning Primary – Foundation • All staff to participate in professional learning to deepen their understanding of meta skills. • Introduce meta skills to children and support them to make links to current skills language-four capacities. • Children to consider how we could incorporate these within 'the wall' as an connection – as opposed to something new. • Provide opportunities for children to reflect on Meta skills within learning activities- specifically outdoor learning, play, SDL. Leadership. • All staff to receive training on how to develop digital profile. • Digital Staff Champion to be appointed. • Digital leaders to be trained in upper stages classes to support all children to create digital profiles. • All children at Botriphnie to hold a digital profile, all P6/7 children at Newmill. | <p>sufficiently challenged in their learning.</p> <ul style="list-style-type: none"> • Learners will feel actively involved in leading their own learning • Providing a learning environment where; visibility of skills, meaningful discussion and reflection on skills, and the opportunity to profile skills experiences, will support children and young people with their ability to understand, recognise and articulate their skills development, empowering children to develop across the four capacities. | | | <ul style="list-style-type: none"> • Peer observation notes, discussion and feedback • Respectful Relationships Policy will be shared with staff and Parent Council by the May 25. • All children at Botriphnie will hold a digital profile. P6/7 at Newmill will pilot digital profiles. |
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MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



Priority 3- Raising and attainment in numeracy and maths through a moderation lense-year four

Summary of Priority: **ASG** approach to raising attainment in numeracy

- Continue to build an ASG shared understanding of numeracy curriculum progression to raise attainment in numeracy.
- Learners to experience increased support and challenge within their numeracy curriculum.

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☒ Empowering leadership at all Levels
- ☒ Curriculum
- ☒ Closing the poverty related attainment gap

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

| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
|--|--|--------------------------|-------------|---|
| Change ideas <ul style="list-style-type: none"> Newmill and Botriphnie to make changes to yearly overview for Numeracy and maths- at early, first and second levels based on key messages from data gathered over past three years. Greater focus on 'application' this this session- through pilot of second level problem solving resource and moderating 'application' tasks designed by ASG Numeracy Team. Re-establish dates for Numeracy Pedagogy Team to: finish third level assessments and answers, consider an ASG approach to using strategy overviews for addition and subtraction, multiplication and division, spreadsheet how to guide. More robust data around strategy development to be retained- Teacher plans to include details of what strategy | Driver:- <ul style="list-style-type: none"> Learners will successfully be able to apply their learning in new or unfamiliar contexts. Learners' ability to discuss, select and apply strategies will develop. | Throughout session 24/25 | All staff | Measurement:- <ul style="list-style-type: none"> Teachers plans will include opportunities for application Teachers will be able to talk about each child's progress in applying numeracy and maths skills. Learners will be able to track the strategies they know and can use via pupil tracking sheet. Teachers across the ASG will use marking keys/guides to support consistent use of assessments-leading to more robust data. They will be able to talk about assessments results and the implication for learning and teaching within their class. Newmill/Botriphnie will begin to create an application bank- level specific based on the |

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| <p>taught and when.</p> <ul style="list-style-type: none">• Individual pupil profiles to include evaluations of ability to use specific strategies.• Explore how to use strategy overviews in a meaningful way with parents and pupils to support a shared language outlining up to date approaches leading to conceptual understanding• Learners will be able use strategy booklets to help undertake assessments.• Overview of each organiser with percentages- strengths and next steps to be within front cover of numeracy profiles. | | | | <p>resources trialled.</p> <ul style="list-style-type: none">• All learners will have a numeracy profile.• Newmill and Bottriphnie will have third level assessments created for all organisers. |
|--|--|--|--|---|