

LOGIE PRIMARY SCHOOL

HANDBOOK

2024/25



*Learning for
Life at Logie*



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Date of publication 20th November 2024

The information provided herein is correct at the time of publication but is subject to change.

Please contact the school if you require further information.

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

Phone: 01343 563319 Email: equalopportunities@moray.gov.uk

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

School Information

Logie Primary School
Dunphail
Forres
IV36 2QG

Head Teacher: Helen Douglas
Telephone: (01309) 611258
Email: admin.logiep@moray-edunet.gov.uk
Website: <https://sites.google.com/my.glow.scot/logieprimary/home>
Facebook: [Logie Primary School Page](#)
Twitter: [@LogiePrimaryS](#)

*Our administrator works daily between 9:15am and 12:15pm.
Please try to contact us during this time.*

Logie Primary School provides a holistic education for children from P1 through to P7, and aged from 4 to 12 years. We are a non-denominational primary school with 16 pupils at present.



We were inspected by Education Scotland in September 2018 and our report can be requested [online](#).

Head Teacher's Welcome

I am delighted, as the Head Teacher of Logie Primary School, to welcome you to our current Handbook. We hope both prospective and current parents will find it informative and enjoyable to read.

We are a small school with big opportunities!

We are very proud of our successful school, our learning community and most of all, the wonderful children that we have the pleasure of teaching.

Our staff work hard to ensure all children are nurtured and given every opportunity to achieve their very best and given space to find 'their thing'. We are committed to providing a stimulating, positive environment where children enjoy learning, feel safe and are valued as individuals. We achieve this through delivering a varied and exciting curriculum which develops children's skills in real life contexts and prepares them for lifelong learning and personal fulfilment.

Our school has a warm and friendly atmosphere with a strong family feel. We have excellent links with our community and we are well supported by our Parent Council. The staff team work tirelessly to ensure all children are happy, settled, thoughtful towards others and the environment and making progress in their learning.

If you would like to know more about our happy school, you are warmly welcome to visit us. The children of Logie very much enjoy meeting visitors and sharing their achievements. Please call (between 9:15am and 12:15pm) or email our school office to book an appointment.

Our Standards and Quality Report for 22/23 and this year's School Improvement Plan can be

found here:

[Logie SQR 22 23](#)

[Logie SIP 24 25](#)

Kind regards

Helen Douglas,

Proud Head Teacher of Logie Primary School



Staff

Teaching Staff

Head Teacher

Ms Helen Douglas

P1-3 Teacher (3 days - M, T, W)

Ms Helen Douglas

P4 - 7 Teacher

Miss Elaine Grant

Support Staff

Classroom Assistant

Mrs Joanna Stephen

Lunchtime Auxiliary

Miss Lauren Spencer

School Administrator

Miss Lauren Spencer

Specialist Visiting Teachers (for children in P4-7)

Recorder & Ukulele Teacher (Thursday PM)

Mrs Alison Gillies

Catering and Site Staff

Canteen Supervisor

Mrs Trisha Goureau

School Janitor (0.5 day/fortnight)

Mr Brian Milne

Cleaning Supervisor

Ms Nicola Hopes

Our learning community also includes parental volunteers, as well as community and charity organisations to give our children wonderful and exciting opportunities.



About the School



We are a small, rural primary school on the outskirts of Forres. The school serves Dunphail, a scattered hamlet in the parish of Edinkillie. The catchment area of the school stretches from the Altyre Estate, south of Forres, to the Highland border. There are a number of children who choose to come to school from outside the catchment area and are either transported by their parents/carers or they use the community bus to travel to school from Forres.

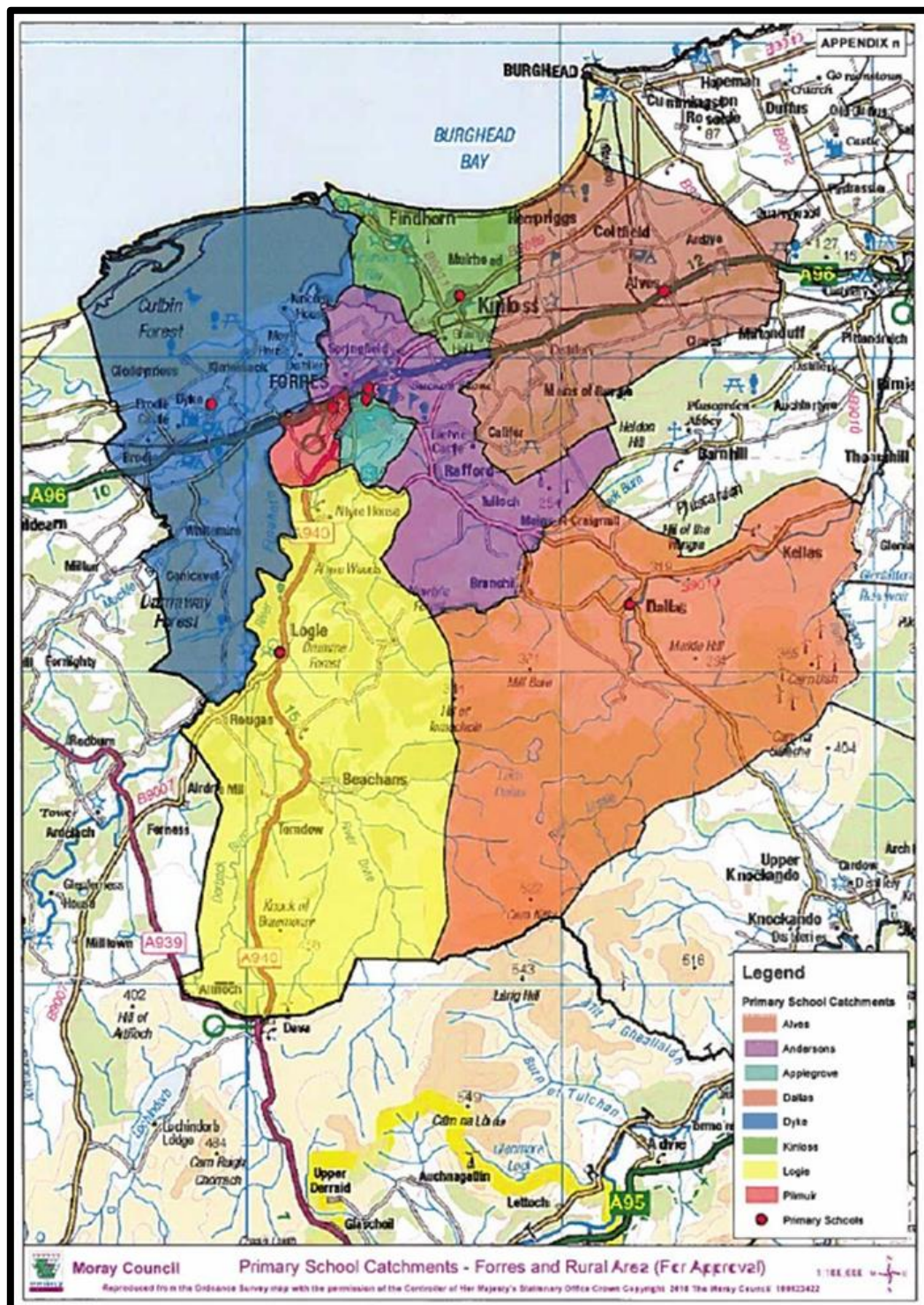
Three buildings make up our school – the main building, canteen and hall. The main school building has three classroom areas, one of which is used as an active learning space with woodwork, collage, painting, playdough, water tray and so on. The others contain P1–3 and P4–7. The hall is used as a learning space for the P1–3 children and others requiring early literacy and numeracy learning opportunities through play. The hall is also sometimes used for indoor PE lessons.

We have incredible outdoor learning spaces that we utilise at every opportunity. These include a tarmac area surrounding the school and a grassed football/hockey pitch. We also have a grass area which contains an impressive range of playground equipment. This leads to a wooded area which has been known for generations as the 'jabbies', where children can play games such as hide and seek. We also have an allotment and chicken run, a quiet area, an outside classroom, a Roald Dahl writing shed and a fenced-off pond/nature area.



Pupils are in multi-composite classes which at present are P1–3 and P4–7. The children benefit from peer support through working with children of different ages, and as a result, we have a strong, caring community. We often carry out activities as a whole school and we describe ourselves as the 'Logie Family'.

Catchment Area



Placing requests must be submitted for pupils out-with our catchment area.

Such applications are sent to and dealt with by Moray Council.

More information is available [here](#).

CURRICULUM RATIONALE

AIM

Learning for Life at Logie.

VISION

We will give children opportunities to develop skills for learning and life, and work to empower them to make informed choices to live a happy and fulfilled life.

These VALUES make our learning at Logie RICHER:

Resilient

Independent

Caring

Hardworking

Empowered

Respectful

CURRICULUM DRIVERS

These things make Logie unique and help to shape our curriculum:

Learner Participation

Community

Nurture

Outdoor Learning

MOTTO

Good, better, best, never let it rest.

Until your good is better and your better is your best!



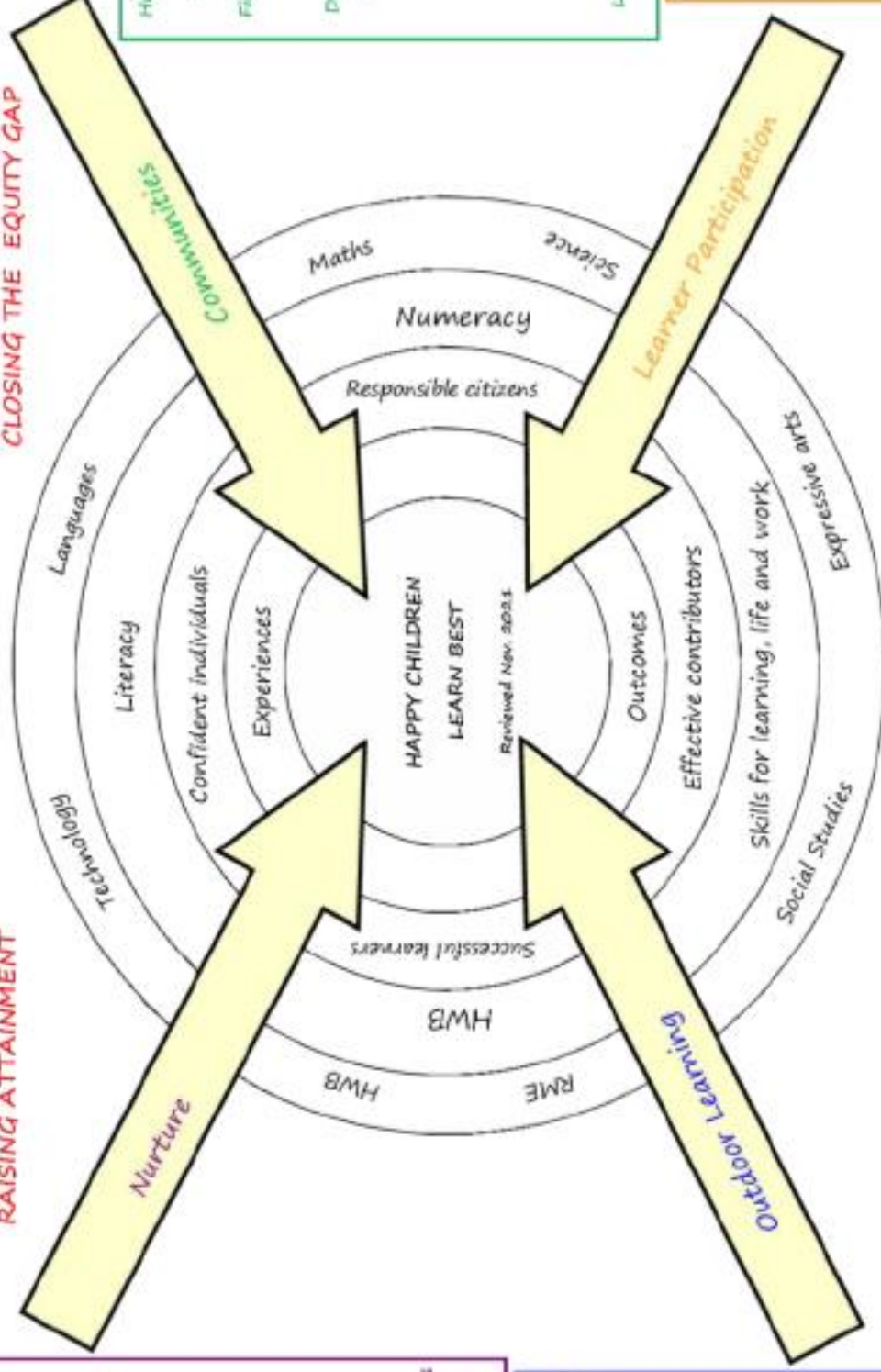
AIM: Learning for Life at Logie

GUIDING PRINCIPLE: It takes a village

VISION: We will give children opportunities to develop learning skills and thinking habits to empower them to make informed choices to live a happy and fulfilled life.

RAISING ATTAINMENT

CLOSING THE EQUITY GAP



Ethos of the school
Learning skills
Thinking habits
Zones of Regulation
Wellbeing Wheels
Relationships
Mindfulness
Playground Pals
Growth Mindset
LEGO Build to Express
"No child left behind"

Notice & appreciate
the world around us
Forest skills
Coastal Schools
Loch of Blairs
Wildlife & conservation
Food to Fork
Eco-Schools

Hub of the community
Community Café
Finderna Development Trust
Developing the Young Workforce (DYW)
Global citizens
Fairtrade
Retailers
Business links
Links with the town

Leadership groups
Select committees
House/Vice Captain
Pupil planning
Self assessment
Active learning

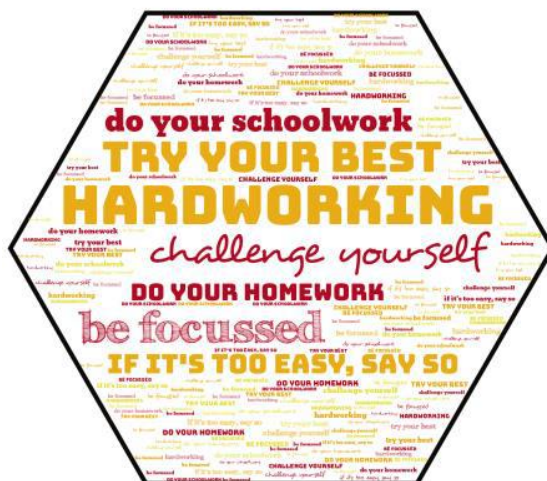
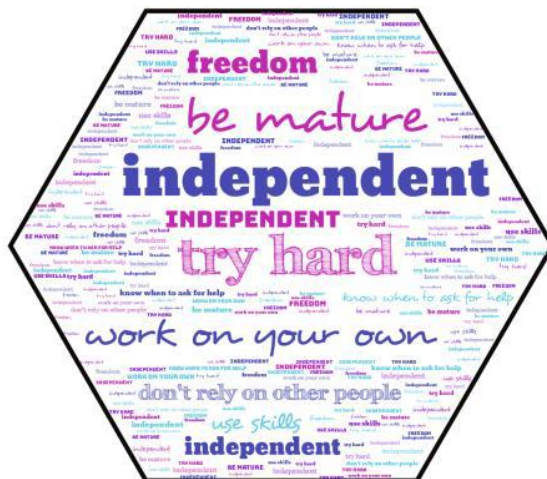
The Global Goals for Sustainable Development

The UN Convention on the Rights of the Child

These VALUES make our learning at Logie RICHER: Resilient Independent Caring Hardworking Empowered Respectful

Our Values


These words were used by pupils
to describe our values:



6 year plan created
with children, staff,
parents and
partners



Ethos and life of the school



*Self-evaluation of
where we are just
now*



*Self-evaluation of
where we are just
now*



Learning Pathways

P1-2	P3-5	P6-7
<p>Water the houseplants throughout school</p> <p>Feed the tropical fish</p>	<p>As P1-2, plus -</p> <p>Reading buddies</p> <p>School Savings Bank leaders</p> <p>House Captains/Vice Captains</p> <p>P4+ On-site residential</p> <p>Recycling monitors</p>	<p>As P3-5, plus -</p> <p>P1 Buddies</p> <p>Small school transition</p> <p>Additional sporting opportunities</p> <p>Residential visits (1 city, 1 outdoor)</p> <p>Food Hygiene Certification</p> <p>Basic First Aid</p> <p>Digital Leaders</p>

Cross-age Opportunities	<p>Rights Respecting Schools Ambassadors; Playground Pal Leadership Training;</p> <p>Roles in whole-school performances</p>
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We are a small school with big opportunities

We encourage pupils to be responsible and take an active part in the school while providing a relevant context in which they can practice skills for learning, work and life through our leadership groups. These groups reflect 3 of our curriculum drivers of outdoors, nurture and community, with pupil voice coming through each of these groups. Every child is a member of one of these groups and so all ages are represented within each of them. Parents/carers are also welcome to participate.

There is a strong ethos of working together as a community with the pupils and staff providing a friendly and approachable welcome where everyone feels valued. We work collegiately with parents/carers and pupils to develop the school and use a variety of methods to seek their views and opinions. This may be through the Parent Council, surveys and discussions and with information gathered as part of the pupil leadership groups.

All staff are supportive of each other and motivated to develop their knowledge and skills. There is a strong focus of self-reflection amongst pupils and staff to facilitate personal development and leadership throughout the school. Pupils have a strong identity to Logie and the community and enjoy the opportunities they have to 'show case' the school to others.

There is an emphasis on developing skills for learning, life and work and these are promoted within the school through different projects such as the Farm and Forest project, encompassing our social enterprise community café, 'A Cup of Joy'. Additional projects include our link with Noah's Ark Nursery and more recently Rainbow, where our older children work with the nursery children to help them learn how to bake. We are also working with them to develop and share Story Sacks with the aim of increasing reading for enjoyment and developing personal skills when working with others of different ages.

Participation of the community is encouraged through our end of term presentations which members of the community have told us they appreciate being invited to. We have also enjoyed our summer fayre, school camps on the bottom field as well as whole-school productions.

We publish a regular newsletter – current and previous copies can be found [here](#) on our website.



The School Day

School starts	8:55am
Break Time	10:30-10:50am
Lunchtime for all pupils	12:15-1:00pm
Daily 15 exercise	2:45-3:00pm
School finishes	3:00pm



The School Week

Both classes have their own timetable for the week, each offering a degree of flexibility. While it is difficult to identify a typical week, we usually have:

Literacy and English involving reading, writing, spelling, handwriting, talking and listening.

Numeracy and Maths with different focus areas such as number, money and measure; shape, position and movement; and information handling. Every child has a Maths Passport to help them develop quick mental maths strategies with times tables, addition and subtraction.

Health and wellbeing with a range of different activities as well as 2 hours of PE.

Topics or contexts for learning are how we develop knowledge, skills and understanding across lots of curriculum areas, such as expressive arts, social studies, religious and moral education (RME), technologies and other areas as appropriate.

In addition we also have:

French and sign language

Outdoor learning

Sciences

Assemblies

Visits and visitors



Curriculum for Excellence

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3–18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work** to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence is not a 'one size fits all' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. At Logie we do this through sharing the skills and expertise of our learning community and working with schools across Moray and Scotland. We hope to develop this by working with schools in other countries.

We use the Global Goals, Children's Rights and issues around the Cost of the School Day to underpin our curriculum.



The Curriculum in Detail

The four *capacities* developed through the Curriculum for Excellence are:

<p>Successful learners with:</p> <p>enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas and are able to:</p> <p>use literacy, communication and numeracy skills; use technology for learning; think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations</p>	<p>Responsible citizens with:</p> <p>respect for others; commitment to participate responsibly in political, economic, social and cultural life and are able to:</p> <p>develop knowledge and understanding of the world and Scotland's place in it; understand different beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and technological issues; develop informed, ethical views of complex issues</p>
<p>Confident Individuals with:</p> <p>self-respect; a sense of physical, mental and emotional wellbeing; secure values and beliefs and are able to:</p> <p>relate to others and manage themselves; pursue a healthy and active lifestyle; be self-aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in different areas of activity</p>	<p>Effective contributors with:</p> <p>an enterprising attitude; resilience; self-reliance and are able to:</p> <p>communicate in different ways and different settings; work in partnership and in teams; take the initiative and lead; apply critical thinking in new concepts; create and develop; solve problems</p>

The four *contexts* for learning help to create a coherent, flexible and enriched curriculum:

Curriculum areas and subjects	Interdisciplinary learning
Ethos and life of the school	Opportunities for personal achievement

The Seven *Principles* that all learning must take account of:

Challenge and Enjoyment	Breadth	Progression Depth
Coherence	Personalisation and Choice	Relevance

Expressive Arts

Expressive Arts teaches your child about:

- Participation in performances and presentations
- Art and design
- Dance
- Drama
- Music



Health and Wellbeing

Health and wellbeing teaches your child about:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, activity and sport – movement skills, competencies and concepts; co-operation and competition; evaluating and appreciating
- Food and health – nutrition; safe and hygienic practices; food and the consumer
- Substance misuse
- Relationships, sexual health and parenthood



Literacy and English

Literacy and English teaches your child about:

- Enjoyment and choice
- Tools for listening and talking; reading; and writing
- Finding and using information
- Understanding, analysing and evaluating
- Creating texts
- Organising and using information



Modern Languages

French and Sign Language

Modern Languages teaches your child about:

- Listening for information
- Listening and talking with others
- Organising and using information
- Using knowledge about language
- Reading to appreciate other cultures
- Reading for interest and enjoyment



Mathematics

Mathematics teaches your child about:

- Number, money and measure – estimation and rounding; number and number processes; multiplies, factors and primes; power and roots; fractions, decimal fractions and percentages; money; time; measurement; mathematics impact on the world; patterns and relationships; expressions and equations
- Shape, position and movement – properties and 2D shapes and 3D objects; angle, symmetry and transformation
- Information handling – data and analysis; ideas of chance and uncertainty



Religious & Moral Education (RME)

Religious and Moral Education teaches your child about:

- Christianity and world religions – beliefs; values and issues; practices and traditions
- Development of beliefs and values

Sciences

- Sciences teaches your child about:
- Planet Earth – biodiversity and interdependence; energy sources and sustainability; processes of the planet; space



- Forces, electricity and waves
- Biological systems – body systems and cells; inheritance
- Materials – properties and uses of substances; Earth's materials; chemical changes
- Topical science



Social Studies

Social Studies teaches your child about:

- People, past events and societies
- People, place and environment
- People in society, economy and business



Technologies

Technologies teaches your child about:

- Digital literacy
- Food and textile technology
- Technological developments in society and business
- Craft, design, engineering and graphics
- Computing science



Additional Themes Underpinning our Curriculum

We weave some additional themes through our curriculum to enable us to meet our aim of Learning for Life at Logie. These are:

- The Global Goals to end extreme poverty and tackle climate change
- The Convention on the Rights of the Child
- Cost of the School Day
- Eco-Schools
- Rotakids
- Playground Pal leadership training and Hi5/Dynamic Youth Awards
- Social enterprise
- Community resilience



Pupil Leadership

Leadership Groups

In order to prepare our pupils for the world of work we also run 'Leadership Groups' which meet on a regular basis providing the children with relevant contexts in which to develop their skills and knowledge.

These include:

- *Community (Rotakids, Children's Rights)*
- *Outdoor (Eco-Schools, Jog Scotland)*
- *Nurture (Playground Pals, Sport Scotland Award)*

All staff take part in these groups and the participation of parents/carers is welcomed.

Pupils participate in discussions regarding the development of the school and are encouraged to plan their actions giving thought to the impact this may have on others. They create an action plan based on issues they would collectively like to work on, as well as actions linked to the School Improvement Plan.



Playground Pals – Sports Leadership

We value the contribution that our children make to the running of sports clubs and activities, both during curriculum time and at break and lunchtimes, following a programme called 'Playground Pals'. These children are also members of our Sports Committee and help to improve sport in school.

Assessment



Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action. Teachers assess all aspects of the curriculum and personal development on a daily basis as they observe, question, listen, correct work and prepare tasks. We assess to ensure that progress is actually being made, that what has been taught has been learned, to identify strengths and areas for improvement and to use all this information to plan for the next stage of development. Pupils are actively encouraged to assess their own work and that of their peers, identifying their next steps and developing their skills to become independent learners.

All pupils have a Learning Log to record their targets and subsequent progress towards them. These also aid a discussion between pupil and teacher and are shared with parents/carers at the end of each term.

More formal assessments include:

- Pupils from Primary 2, 3, 4, 5, 6 and 7 complete INCAS (Interactive Computerised Assessment System) tests in Reading and Maths. These are used as an internal tool to confirm teacher's assessment of children's learning needs and checks the child's progress over time.
- Scottish National Standardised Assessments in P1, P4 and P7 to support the teacher's judgement in deciding whether a child has reached the expected level by the end of these year groups. This information is collected locally and nationally.

Assessment

Curriculum Levels

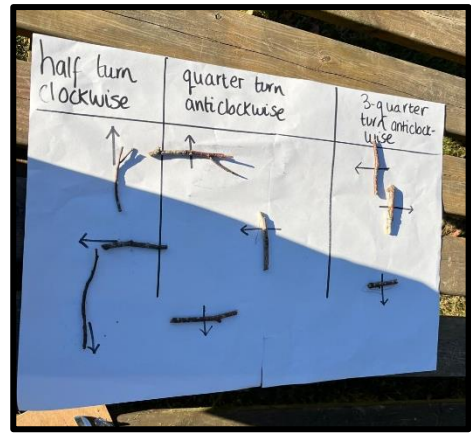
These describe the progression in learning and development of children and young people from age 3-18 years.

In brief, these are:

- **Early Level** - pre-school through to end of Primary 1 (P1)
- **First Level** - through to the end of P4.
- **Second Level** - through to the end of P7.
- **Third and Fourth Levels** - Secondary 1 - 3 (S1-3).
- **Senior Phase** - S4 - 6.

As a very general guide, children are expected to be at Second Level, and beginning to learn and develop at Third Level, as they make the transition from Primary into Secondary Education.

Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependant on individual circumstances and needs. We strive to meet the learning needs of all children and the way we organise our mixed-age groups for Literacy and Numeracy gives us an opportunity to do this.



Additional Support for Learning Needs

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, are experiencing difficulties.

When a child has been identified as requiring additional support, parents/carers will be notified and invited to come in to school to discuss the matter with the class teacher and/or the Support for Learning teacher.

A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have a Supporting Learning Plan while others will have an IEP (Individual Education Plan) devised for them. These will be shared with parents/carers and the programme will be monitored and updated on a regular basis. The Support for Learning teacher may work with a child, or group of children, in the classroom and sometimes in another space, depending on the task. Some children may only need additional help for a short period of time whereas others may have a longer term requirement.

We also appreciate that some pupils will exceed expectations and need to be more challenged in their learning. These needs will normally be met by the Class Teacher, but occasionally the Support for Learning Teacher may work with individual pupils or small groups to extend their learning.

Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning, on 0345 123 2303 or www.enquire.org.uk

Raising Attainment and Closing the Equity Gap

We are absolutely committed to giving all pupils the best start in life to enable them to meet our school aim of Learning for Life at Logie.

Raising attainment means every pupil making consistently good or better progress in their learning to reach higher levels of achievement. As part of this, we monitor and track pupils' learning using a wide range of information available to us. We then set challenging targets for individuals, groups and for the whole school.

This feeds in to our School Improvement Plan, a strategic annual plan developed with the help of the school community with the overall aim of raising attainment and closing the equity gap. The main areas on our School Improvement Plan for this year are:

- Placing human rights and needs of every child and young person at centre
- Closing the attainment gap between the most and least disadvantaged children
 - Improvements in attainment, particularly in Literacy and Numeracy

Closing the Equity Gap means we strive to remove any barriers pupils may have to their learning to enable them to experience success at school and throughout life. Some pupils may be entitled to Free School Meals and a Clothing Allowance, including those in P1-4 that receive the universal free school meals. More information is available on the Moray Council website or via the school office. The school receives an additional £1200 for every pupil registered on the Free School Meal Scheme to help us provide additional training, staffing, resourcing or experiences. This year, this money is being spent in the following way:

- Additional staffing hours
 - Education City
- Seasons for Growth (wellbeing programme)
- Additional excursions for some children

We also use other funds to provide a wide range of curriculum enhancements such as theatre trips, dance instructors, musicians and new playground equipment.

We are an inclusive school with a **NO CHILD LEFT BEHIND** policy. We will provide assistance to ensure that every child can take part in events such as dressing up days and special celebrations along with their peers. Please get in touch with a member of staff, who will treat the request with discretion.

Cost of the School Day

We are an inclusive school, where everyone belongs and can take part in everything we offer, without any barriers. We believe we offer high-quality experiences for all children and we then offer additional experiences or materials for those that require them, ensuring equity of opportunity. There are lots of ways we break down the barriers associated with poverty and here are just a few:

- Building a culture of dignity and respect, where we all care for each other and give support when it is needed.
- Creating an annual overview of activities and experiences, ensuring a spread of charitable work across the year (some fundraising but also some knowledge-building or message-sharing as well).
- Having a thoughtful approach to how donations are given, eg. 'chuck it in a bucket' or online donations.
- Carefully considering how to take part in special days such as World Book Day with minimal costs to families.
 - Outlining costs for the year so that families can feel more prepared.
 - Providing uniform free of charge to anyone that requires it.
 - Never charging for materials or experiences that take place during the school day.
- Having a 'No Child Left Behind Policy' for residential trips, funded by our social enterprise community café.
- Developing a project, "It Takes a Village" with partners to create collaborative solutions.
 - Working with the Parent Council to provide low-cost or free social events.
- Asking for donations from the Parent Council. They have previously funded a whole-school set of outdoor clothing and boots; pantomime visits; online programmes, play equipment and so on.

We have recently worked with the Child Poverty Action group to review and reflect upon the costs associated with attending our school. This was a fantastic experience and has helped us to celebrate everything we already do as well as direct us towards ways we could improve in this area. Please get in touch if you would like to support our work.



Extra Curricular Activities

We take part in Active Schools sessions when they are available to help us develop skills in a wide range of different sports. These have included football, basketball, cricket, golf, curling, rugby and rounders.

Some pupils undertake a Playground Leadership course, called Playground Pals, to equip them with the necessary skills to lead games with other children in the school and beyond.



Lunchtime clubs have been created and run by groups of pupils, such as football, dodgeball, hockey, basketball and cheerleading.

Parental Volunteers

The school welcomes members of our learning community to help at the school in the classroom, with lunchtime activities and other areas such as the library and making costumes for plays. Any parent who feels they would like to share any interest or organise a session with groups of children would be very welcome to contact the school.



Home Learning

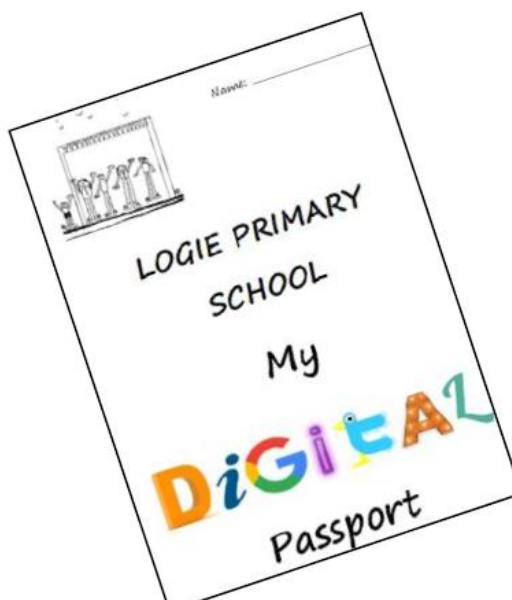
We send home learning packs on a termly basis, based on what your child needs to learn next. This helps to support and extend the learning they undertake in school and prepares them for an increasing workload when they get to secondary school.

At each stage of the school, parents/carers are asked to encourage and share reading with their child. The purpose of this is to promote reading for enjoyment and also to consolidate skills previously learned in class. We would like children to aim for reading at least 3 times a week at home. It is helpful when parents/carers use the reading record to note down when they have listened to their child read. Just a date and the number of pages will suffice.

All pupils have a Digital Passport, with details of a wide-range of online programmes that we subscribe to, many of which are a paid service. Please make use of them at home – teachers add home learning tasks to them on a regular basis and these are tailored to your child's individual learning needs.

In addition, every child has a Maths Passport containing mental arithmetic problems for them to practice until they can answer them quickly.

We also share regular newsletters and value the discussion this brings as it allows learning to be shared and extended at home.



Transitions

INTO, WITHIN AND BEYOND THE SCHOOL

Enrolment

The school admits children from Primary 1 to Primary 7. The composition of classes varies from year to year.

Children starting school for the first time do so in August. Children are eligible for enrolment if they will be five years old before 1st March the following year.

Every parent will receive a copy of the school handbook, Standards and Quality Report, and P1 induction pack, if appropriate, when enrolling their child. We welcome visits to the school and would ask that parents/carers ring the school to make an appointment so that staff are available. Visitors to the school must come to the office in the first instance from where you will be shown around the school and visit classes at work.

We visit each child in their pre-school setting and we also offer home visits as these are also known to make the transition into school a pleasant and exciting experience. In addition, the Parent Council run a 'welcome' evening early in the school year, with games, refreshments and a chance to meet other parents.

Transitions within School

We find children move seamlessly from one year group class to the next because we often work beyond our classes and often take part in whole school events. The transition for the younger children when they move to the big class is managed thoughtfully and over a number of months in the summer term.

Transitions

Transition to Secondary School

Most pupils transfer to Forres Academy after completing their primary education with us. There is a strong transition programme in place for all pupils, where children mix with others, especially from other local small schools and they also visit the Academy. There will be opportunities for parents/carers to join in with a number of events prior to children moving up. There is an option for an enhanced transition where needed. If there are any concerns, both schools encourage parents/carers to discuss these with the class teacher or Head Teacher at an early stage. Parents/carers can contact the Academy on: 01309 672271. Please let us know early in your child's P7 year if you intend for them to transfer to an alternative secondary school so that we can put arrangements in place to facilitate this.

Concerns and Complaints

Logie has an open door policy and parents/carers are welcome to visit the school at any time, after signing in at reception. Should you wish to discuss your concerns in more detail please telephone prior to the visit to ensure that sufficient time is available for a satisfactory discussion. After the end of the school day is normally the most convenient time. If issues remain unresolved then please contact the Head Teacher. We will do all we can to investigate, explain and attempt to resolve any concerns. If you feel we haven't done this, please contact the Duty Officer at Moray Council on 01343 563374 or education@moray.gov.uk

Leaflets for Parents/Carers

A series of leaflets has been produced by Educational Services for parents and carers. These leaflets are available from the Moray Council Internet site [here](#)

Parental Engagement and Family Learning

Communication

We consider that contact with parents/carers is invaluable to the smooth running of the school and encourage the participation of parents/carers during the school day. We send regular Head Teacher newsletters, pupil newsletters and update our website and Facebook page and Twitter. Where possible we will send communications via email but where consent forms are sent to be returned to us, we will send a paper copy to the oldest child in each family. Please ensure you check your child's homework pack daily for any such letters.

Our website address is:

<https://sites.google.com/my.glow.scot/logieprimary/home>

At the beginning of each term the class teacher will issue a class newsletter providing information about the focus for learning in that term. We also hold curriculum information evenings and parent workshops to support parent/carer's understanding of how we implement Curriculum for Excellence.

Reporting

In addition to all of the above, we consult with parents to find out how they would like to be informed of their child's progress throughout the year – face to face consultation, a telephone consultation or a brief written report. Every child will be offered at least one written report and two consultations per year. Please get in touch with us if you would like to speak to us at any other time about your child's learning or development.

We hold 'Open Afternoons,' when parents/carers are able to visit the classroom to discuss their child's work, as well as end of term pupil presentations, showcasing their learning.





Parent Council

We welcome parental involvement in the school, whether this is through the Parent Council or as a parent volunteer. We are fortunate to benefit from a very active Parent Council. As part of our school community we consult parents/carers and members

of our community when making important changes in the school such as updating policies.

Elections for the parent council take place annually at the AGM and the school sends the information directly to parents/carers prior to the event.

The Parent Council meet regularly to discuss events, fundraising activities, general school affairs as well as taking an active and important role in helping to evaluate and improve the work of the school for every child.

They can be contacted on logiepc@gmail.com

Funding

Outdoor clothing and wellington boots for the whole school
Pantomime at Anderson's Primary
Visit from Glasgow Science Centre
Games equipment
Running costs for the school website
Scottish dancing programme
Baking ingredients
Staff log-ons for Twinkl
Costs of hiring Edinkillie Hall for the Christmas performance
CD, licence and script for the Christmas performance
Gifts for the P7s & staff
Social events
Any shortfall for residential trips ('no child left behind' policy)

Social Events

Halloween party
Children's Christmas party
Crackers for the Christmas Meal
Two coffee mornings
Bingo night at Edinkillie Hall
Summer camp-out at the school
Summer Fayre
Refreshments at all Showcase of Learning events
Refreshments at the Christmas performance

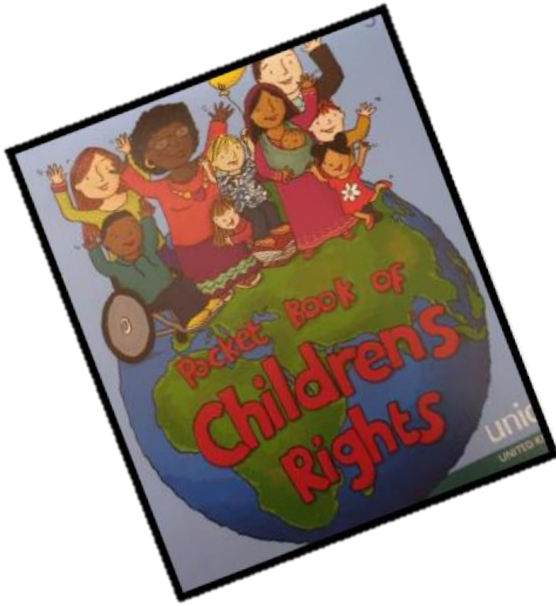


Play Equipment

with funding applied for by the Parent Council



Children's Rights



We have been engaged with the UNICEF Rights Respecting School programme for around six years now. During that time we have seen a dramatic improvement in children's relationships, as well as in their engagement with learning and global issues. They see themselves as 'change-makers' through learning about key issues, sharing key messages and fundraising.

Find out more information [here](#).

Assemblies

Whole school assemblies are held regularly. We use our assemblies to promote the beliefs and values of the school as well as to celebrate the successes and achievements of the children. Current global issues may be explored during our assemblies. The Rights Respecting Ambassadors are taking a more active role in leading assemblies for the whole school. Parents/Carers are invited to join in special assemblies at the end of term. We have links with Edinkillie Church and at times we have gatherings with a broadly Christian theme.

Parents/Carers may choose to withdraw their child from religious observance. Please contact the Head Teacher if you would like to discuss this.



Positive Relationships

We encourage pupils to have a respectful and caring attitude towards others through our ethos and values, which are aligned with the Conventions on the Rights of the Child and are supported by our Positive Relationships Policy. The policy provides us with a consistent approach to encouraging positive relationships. It also outlines the behavioural expectations in the school, as well as an identification of inappropriate and unacceptable behaviours and how we support children to overcome these. These behavioural expectations are presented to the pupils in the form of a School Charter that they helped to create and that can be easily understood (see the following page).

The Positive Behaviour Policy is available on request. In brief, there are a number of ways in which we encourage and celebrate positive relationships and good choices. These include house points, certificates, house treats, class marbles and class treats, additional play time or special responsibilities given.

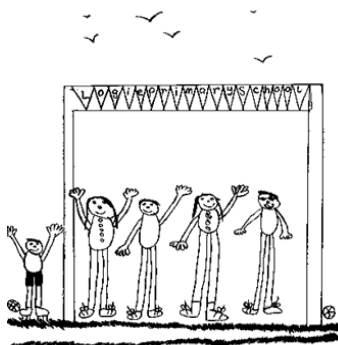
There are times, unfortunately, when pupils' learning or the calm and friendly atmosphere is disrupted. We endeavour to speak with pupils about the choices they make to enable to understand why they may be inappropriate or unacceptable. The response for negative behaviour would be as follows:

1. Reminder of our School Charter
2. Time to reflect on the school vision, values, aim and motto (2/5 minutes depending on the severity)
3. Time-out in another class, 10 minutes loss of break or lunch time
4. Refer behaviour to the Head Teacher
5. Letter sent home to parents with an expectation that parents speak with their child at home about the unacceptable behaviour and return a slip to acknowledge this
6. Exclusion from school (Please see [here](#) for information about exclusions).

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Moray Council's Education, Communities & Organisational Development Department, and the Police may also be involved.

School Charter

Each year we develop a charter with the children so that we all know what is expected of us. We respect each other's rights and other people respect ours.



LOGIE PRIMARY SCHOOL CHARTER

Be kind, polite and respectful (Articles 3 & 29)

Include other people (Articles 2 & 6)

Move around safely and sensibly (Articles 28 & 32)

Put your hand up if you have something to say in a group (Articles 28 & 29)

Speak up if something is wrong and listen to each other (Articles 12, 13 & 14)

We work in accordance with Moray Council's Anti-Bullying guidance, Building Better Relationships. This is available on request.



Attendance

We would like all children to come to school every day to get the very most out of their time with us. When children have regular and punctual attendance, they take part in all the learning opportunities offered and they are more likely to develop strong friendships with other children. When children have absences, their learning suffers – they have gaps in their learning compared with the rest of their group and they have things to catch up on when they return. It is disruptive for both them and their peers and we really discourage it.



Absence

Please let us know if your child will be absent by informing us **as soon as possible**, either by phone or by email. If we have not had a message about your child's absence by 9:30am, we will contact you to find out where they are and why they are not attending school. If we fail to contact all main carers and then any emergency contacts, we have an obligation to contact the police for them or a member of the social work team to do a safety check.

School Closure

Very occasionally, it may be necessary to close the school, for example due to bad weather or loss of utilities to the school. In this situation, we endeavour to publish this information as soon as possible before schools starts by updating the Online Portal and emailing families. School service updates can be accessed here:

<https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx>

Child Protection and the Named Person

Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. The following statement applies to all Moray Schools.

“It is the duty of the Moray Council and all its staff to ensure as far as possible that all children are protected from the danger of child abuse in all its forms: Emotional abuse, Physical abuse, Sexual abuse, Neglect. Where school staff have concerns about a pupil which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. Under these circumstances, parents will not normally be consulted first.”

Getting it right for every child is a national policy to help all children and young people grow, develop and reach their full potential. It aims to improve outcomes for children and their families based on a shared understanding of their wellbeing. Most children will receive all the support they need from their own families and community.

As part of the national Getting it right for every child (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person to help them get the support they need. In primary schools the Head Teacher is the Named Person and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers usually become the Named Person. The Named Person 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.

Child Protection and the Named Person

It looks at a child or young person's overall wellbeing to establish how safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The Named Person Service supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (e.g. from health, social work, police etc.) if required.



Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person by phone, email (admin.logiep@moray-edunet.gov.uk – FAO Head Teacher) or alternatively a letter marked for the attention of the Named Person.

Health & Safety

Snack/Play Piece

We encourage children to bring a healthy snack to school each day to eat during their break time. Most children like to bring a piece of fruit as this enables them to earn a house point for their team. Please do not allow your child to bring an excessive amount of snack or foods with large amounts of sugar.

Water Bottles

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. There is a water cooler available to top up bottles. Please provide your child with a named water bottle and return it to school daily after it has been cleaned.

Medical Conditions

It is imperative that staff are made aware of any medical conditions, including allergies to food or materials (such as latex or plasters). There is a section for this on the enrolment forms.

Please keep staff up to date if circumstances change.

Medication

In line with the policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request. There is a form to complete before staff can administer medication in school. Please request this via email and return it as soon as possible. A copy of the “Supporting Pupils with Medical Needs in Schools including The Administration of Medicines” guidance document is available at the school.

First Aid

First Aid will be given when necessary and a letter sent home to inform parents/carers of the incident leading up to the first aid (if applicable) and the response given. If we feel a pupil requires further medical checks we will call parents/carers immediately and ask them to do that. Please encourage your child to share any letters with you as soon as they arrive home.

Visiting the School

All Visitors to the school must report to the school reception and sign in before proceeding further into the building. All volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form. All adults working with the children are PVG checked in line with Moray Council policies.

Lunchtime Information

All pupils have lunch in our canteen, or outside if the weather is favourable. We view mealtimes as an excellent opportunity for children to socialise and develop good manners. Please help your child learn to use a knife and fork effectively – this is something many children are struggling with.



School Meals

We provide a servery for lunch with our meals being cooked at Anderson's Primary in Forres and brought up to Logie. P6-7 meals can be paid for online using the iPay system. Log-in details are available from the school. Cash/cheques (made payable to The Moray Council) can also be brought into school in a sealed and labelled envelope then given to Trisha at lunchtime. Please ensure that payments remain up to date. All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. They are provided free of charge for all pupils in P1-5. Drinking water is available for all pupils at lunchtime.

The lunch menu is available on the Moray Council website [here](#)

Free School Meals

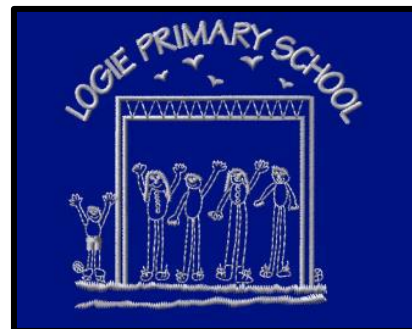
The criteria for Free School Meals, which now includes holiday payments for food as well as a clothing grant, is available on the Moray Council website. It is worth applying, even if your child is in P1-5 and receives universal free meals. They will also be entitled to a uniform grant each year.

Packed Lunches

Pupils may bring packed lunches and these are eaten in the canteen at the same time as school meals are being served. We encourage healthy, balanced packed lunches rather than sweets, chocolate and fizzy drinks.

School Uniform

The children are expected to wear school uniform when attending school. The uniform consists of royal blue sweatshirts, fleeces and cardigans bearing the school logo and can be purchased from the school. This is seen as both practical and comfortable yet promotes the identity of the school. Plain royal blue jumpers or cardigans without the logo are also acceptable. White polo shirts should also be worn, again, with or without the school logo. As a general rule, grey, black, or navy skirt, trousers or shorts are all acceptable. See the Free School Meals section of this handbook to find out if you qualify for a clothing grant to use towards the cost of school uniform.



Pupils are **not allowed** to wear jeans, football tops or T-shirts bearing slogans.

All clothing should be named because this makes reuniting pupil and clothing much quicker and easier. The school cannot be held responsible for any items lost.

Pupils must have a pair of **indoor shoes** in school at all times. Outdoor shoes could be trainers so that they can also be used for PE sessions.

PE Kit

Children will require a PE kit and we recommend this is left in school for the term, unless it becomes really muddy – in this case we will send it home earlier. The kit could consist of shorts/joggers and t-shirt/sweatshirt and a pair of trainers. These trainers could double-up as your child's outdoor shoes. All jewellery must be removed for PE. Ears that have just been pierced may be taped for a short while until the wearer is confident to remove them for a lesson. Long hair must be tied back for all PE lessons.

Jewellery

Jewellery such as necklaces and dangling earrings are not appropriate to wear in school because our children are so active. They can easily become caught, tangled or pulled and this may lead to a serious injury.

School Transport



All primary and secondary pupils who live more than two miles from their catchment school will be provided with free transport. There are pick up points along the route to the school where children can get on the bus or be dropped off after school.

If you are not within the catchment area but wish to attend the school it is possible for your child to pick up the bus at the recognised points. There is a charge for this service and it is arranged separately from the school. Please see the Moray Council website for more information.

It is essential that any changes to arrangements are notified to the school in good time, either by letter or telephone to ensure that children arrive home safely. If the school does not hear from a parent, the child will be sent home by their usual form of transport. The school is unable to accept changes to arrangements verbally from the child.

Thank you for helping us to keep your child safe.



Privacy Statement

Logie Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. For information about how we main this privacy, please contact the Head Teacher.

Data Protection

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018. The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified.

The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice. More information is available on the

Moray Council Internet site at:

http://www.moray.gov.uk/moray_standard/page_75569.html

Manson Bequest

This trust fund was set up under the terms of the will of Donald Manson in 1940s. When the will was prepared, secondary education was not a statutory requirement and only the children whose parents/carers could afford it attended secondary school. The trust now grants the sum of £680 to children transferring from primary to secondary school, whose parents/carers are on a low joint income. Any parent who wishes to have more details of the Manson Bequest should call at the school where application forms are held. Alternatively, they are on the council webpage [here](#).

Illnesses

Please keep up to date with the advice on the NHS Scotland website regarding symptoms and isolation periods for Coronavirus.

Illness	Exclusion Period
Chickenpox	For 5 days after rash appears
Conjunctivitis	Until symptoms settle or are given antibiotic treatment for 24 hours
Diarrhoea and/or vomiting	Until free of symptoms for at least 48 hours. A longer period of exclusion may be appropriate for children under 5 and older children who are unable to maintain good personal hygiene
Hand, foot and mouth disease	None
Hepatitis A	For 7 days after onset of jaundice
Impetigo	Until lesions are crusted or healed or until 48hrs of antibiotic treatment.
Measles	For 5 days after onset of swollen glands or onset of symptoms
Ringworm	None - proper treatment by the GP is important. Scalp ringworm needs treatment with an oral antifungal
Rubella (German Measles)	For 5 days after the onset of the rash
Scabies	Until 1st initial treatment
Scarlet Fever	For 48hrs after commencing antibiotics
Threadworms	None - but needs treatment
Whooping Cough	For 5 days after commencing antibiotics

Holiday Dates

School Calendar 2024-2025

Autumn

In-Service Closure: Monday 12 August 2024

In-Service Closure: Tuesday 13 August 2024

Term starts: Wednesday 14 August 2024

Term ends: Friday 4 October 2024

Autumn holiday: Monday 7 October 2024 - Friday 18 October 2024

Winter

Term starts: Monday 21 October 2024

In-Service Closure: Monday 11 November 2024

In-Service Closure: Tuesday 12 November 2024

Term ends: Friday 20 December 2024

Christmas holidays: Monday 23 December 2024 - Friday 3 January 2025

Spring

Term starts: Monday 6 January 2025

In-Service Closure: Thursday 13 February 2025

Mid-term holiday: Friday 14 & Monday 17 February 2025

Term ends: Friday 28 March 2025

Spring holiday: Monday 31 March - Friday 11 April 2025

Summer

Term starts: Monday 14 April 2025

Good Friday holiday: Friday 18 April 2025

May Day holiday: Monday 5 May 2025

Term ends: Friday 27 June 2025

Summer holiday: Monday 30 June - Friday 15 August 2025

Moray Council
Education, Communities & Organisational Development

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

Telephone: 01343 563374

Email: education@moray.gov.uk

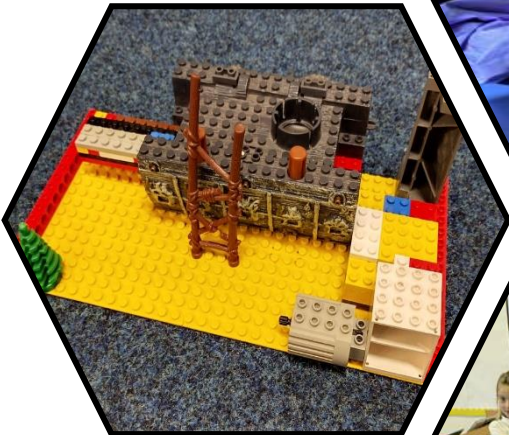
Hours: 8.45am - 5.00pm Monday to Friday

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



Resilient

Independent

Caring

Hardworking

Empowered

Respectful

The Logie Family