



Logie Primary School

Head Teacher

Janet Cornall

Dunphail

By FORRES

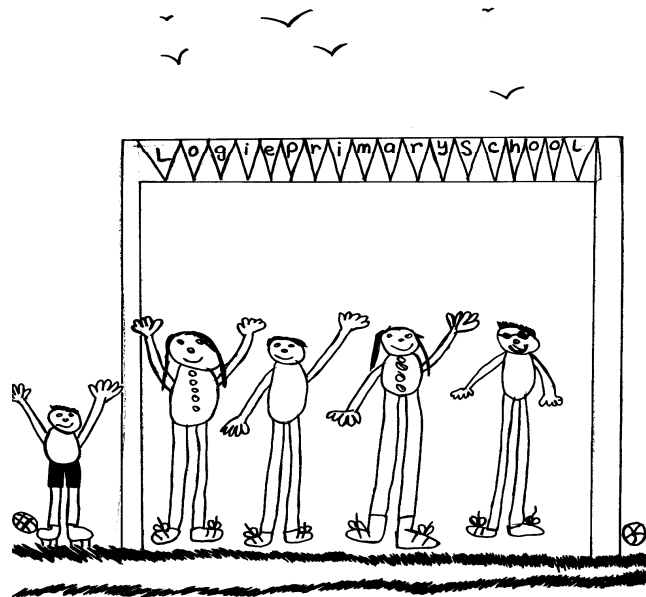
IV36 2QG

admin.logiep@moray-edunet.gov.uk

Telephone  
(01309) 611258

Fax  
(01309) 611385

Date of Preparation: December 2011



To inspire, include and motivate people to be enterprising, resilient and confident learners, equipped with the skills of tomorrow, in a welcoming, secure and supportive environment at the heart of the whole community.

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Inspire

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Include

•

Improve

**The Moray Council Education and Social Care**

**<http://www.moray.gov.uk>**

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

The Moray Council has produce a "Notes for Parents and Carers" booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education and Social Care 01343 563374, or the Moray Council Internet site [http://www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html) This booklet is also available in other languages.



learning to live  
living to learn

## Logie Primary School

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Janet Cornall

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(01309) 611258

Fax  
(01309) 611385

School Information Line  
08700 549999 pin 031330

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Dear Parents,

I would like to welcome you and your child to Logie Primary School. The purpose of this brochure is to introduce you to the school and to provide some important information about the running and organisation of the school.

Logie has a very strong learning community where everyone is involved and valued. We encourage a positive attitude with everyone working together and treated equally. We are determined to provide quality learning experiences for our children that inspire and motivate all children to reach their potential, and endeavour to provide children with a variety of opportunities to learn and develop the skills they will need throughout their life.

We aim to work closely with you as parents so that by working together we will achieve more for our pupils and young people. Personal visits to discuss any issues with school staff are welcomed.

We are enthusiastic about our learning and teaching and will strive to make your child's time with us successful and enjoyable.

If you have any questions, comments or suggestions regarding this brochure or questions about the school, feel free to contact me.

Yours faithfully,  
JANET CORNALL  
Head Teacher

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Inspire

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Include

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Improve

**The Moray Council Education and Social Care**  
**<http://www.moray.gov.uk>**

**CONTENTS**

<b>Assessment</b>	<b>11</b>
<b>Attendance</b>	<b>12</b>
<b>Bullying</b>	<b>13</b>
<b>Business Groups</b>	<b>10</b>
<b>Catchment Area</b>	<b>05</b>
<b>Clothing Grants</b>	<b>16</b>
<b>Communication with Parents</b>	<b>11</b>
<b>Curriculum for Excellence</b>	<b>07</b>
<b>Data Protection</b>	<b>14</b>
<b>Data Transfer</b>	<b>13/14</b>
<b>Educational Aims</b>	<b>07</b>
<b>Emergency Closure</b>	<b>15</b>
<b>Enrolment</b>	<b>06</b>
<b>Extra-curricular Activities</b>	<b>17</b>
<b>Fire Drill</b>	<b>15</b>
<b>Free School Meals</b>	<b>16</b>
<b>Health and Safety</b>	<b>14</b>
<b>Health and Wellbeing</b>	<b>09</b>
<b>Holiday Dates</b>	<b>06</b>
<b>Homework</b>	<b>10</b>
<b>Information for Parents</b>	<b>12</b>
<b>Interdisciplinary Subjects</b>	<b>09</b>
<b>Internet and E-Mail</b>	<b>12</b>
<b>Language</b>	<b>08</b>
<b>Manson Bequest</b>	<b>18</b>
<b>Mathematics</b>	<b>09</b>
<b>Medicines</b>	<b>12</b>
<b>Modern Languages</b>	<b>10</b>
<b>Packed Lunches</b>	<b>16</b>
<b>Parent Council</b>	<b>17</b>
<b>Parent Teachers Association</b>	<b>18</b>
<b>Religious Education</b>	<b>10</b>
<b>Reports</b>	<b>11</b>
<b>Sanctions</b>	<b>13</b>
<b>School Building</b>	<b>05</b>
<b>School Costs</b>	<b>19 - 21</b>
<b>School Day</b>	<b>06</b>
<b>School Meals</b>	<b>16</b>
<b>School Uniform</b>	<b>16</b>
<b>Staff</b>	<b>05</b>
<b>Support for Learning</b>	<b>10</b>
<b>Transfer to Secondary</b>	<b>06</b>
<b>Transport</b>	<b>17</b>

<b>Head Teacher:</b>	Mrs Janet Cornall
<b>Class Teacher:</b>	Miss Jenny Price
<b>NQT:</b>	Miss Tracey Bowen

The composition of classes varies from year to year but, at present, Miss Bowen and Mrs Cornall teach Primaries 1, 2, 3 and 4. Miss Price teaches Primaries 5, 6 and 7. Miss Price assumes responsibility for the school when necessary. The school roll is 27.

### **SUPPORTING STAFF**

Learning Support	Mrs A Wright
Music	Mrs A Cook
P E Specialist	Mrs Sircus
Art Specialist	Ms M New

### **NON TEACHING SUPPORT STAFF**

Primary Schools Administrator	Mrs Gil Nicol
Classroom Assistants	Mrs Dawn Breerton Mrs Alison Noel
Learning Support Auxiliary	Mrs Wendy McKenzie
Canteen Supervisor	Ms Trisha Nicolson
Lunch Time Auxiliary	Mrs Wendy McKenzie

### **CATCHMENT AREA**

Logie Primary School serves Dunphail, a scattered hamlet of the parish of Edinkillie. The catchment area of the school stretches from Altyre Estate, south of Forres, to the Highland border.

### **SCHOOL BUILDING**

The main school building has three classroom areas, one of which is used for Free Flow play and as an additional work space. Each of the classes has an interactive whiteboard to enhance teaching. In a separate building there is a hall which is used for P E, Drama, Music and Assemblies. The school also has its own dining facilities.



There is a paved area surrounding the school and we are fortunate in having a small football/hockey pitch. We also have a small grass area near the school which contains a natural trim trail and willow tunnel. This leads to a shrub area which children know as the 'Jabbies', where they can play games such as hide and seek. These are all within the school boundary and the children have the opportunity to use all these areas during breaks.

## SCHOOL DAY



### Primaries 1-4

8.55am - 12.15pm  
(Interval 10.30am -  
11.00am)  
1.15pm - 2.55pm

### Primaries 5 - 7

8.55am - 12.30pm (Interval 10.40am - 11.00am)  
1.15pm – 3.00pm

## TERM DATES AND HOLIDAYS

### Session 2012-2013 (all dates inclusive)

Autumn Term: Tuesday 21 August to Friday 12 October 2012

Autumn Holiday: Monday 15 October to Friday 26 October 2012

Winter Term: Monday 29 October to Friday 21 December 2012

Christmas Holiday: Monday 24 December 2012 to Friday 4 January 2013

Spring Term: Monday 7 January to Thursday 28 March 2013

Spring Holiday: Friday 29 March to Friday 12 April 2013

Summer Term: Monday 15 April to Friday 5 July 2013

Mid-Term, In-Service and Other Closures:

In-Service Closures: Monday 19 and Tuesday 20 November 2012

Mid Term Holiday: Friday 15 and Monday 18 February 2013

Good Friday Holiday: Friday 29 March 2013

May Day Holiday: Monday 6 May 2013

In-Service Closures: Thursday 16 and Friday 17 May 2013

Plus 1 occasional day holiday to be agreed by 30 March 2012

## 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.

## TRANSFER TO SECONDARY

At the end of their seventh year, pupils transfer to Secondary School, normally Forres Academy.

There are strong links between all Primary Schools in the catchment area and Forres Academy. Head teachers of the Primary Schools meet regularly with Senior Staff at the Academy and there are opportunities for teaching staff at the Academy to visit Primary Schools - and vice versa. The children are provided with a number of opportunities to interact with academy staff as well as pupils from other schools as part of a strong transition programme.

## EDUCATIONAL AIMS

- To provide a secure and welcoming environment in which everyone can work together.
- To help each person to attain their real potential, developing skills for learning and life.
- To help children learn respect for themselves, others and property.
- To provide a broad and balanced curriculum that is challenging, motivating and engaging for pupils.
- To encourage a positive attitude to learning in a supportive environment.
- To foster a caring ethos where everyone is valued and feels part of the community.

## CURRICULUM FOR EXCELLENCE

### Bringing learning to life and life to learning



Curriculum for Excellence is developing across Scotland for all 3-18 year olds – wherever they learn. 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.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy, numeracy and health and wellbeing** to provide the children with a firm base upon which to build their learning.

Curriculum for Excellence develops **skills** for learning, life and work to enable young people to become independent and motivated learners, and prepare them for an unknown future. 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.



There are new ways of **assessing progress** and ensuring children achieve their potential. Staff will provide children with opportunities to display their learning in different contexts so that they can use a range of media to demonstrate their learning, such as a video, writing, a presentation, making a model, discussing their learning with others. There will be new **qualifications** for literacy and numeracy from 2012/13 and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.



At Logie Primary School there is a strong sense of community with the children supporting each other and **additional support** from staff if needed. There is an emphasis by all staff on looking after our children's **health and wellbeing** to ensure that the school is a place where children feel safe, secure and happy. We encourage children to have a 'can do' approach to their learning with an emphasis on effort and concentration.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

## CURRICULUM

### LANGUAGE

Language consists of reading, writing, speaking and listening. All of these are essential to other parts of the curriculum and at the heart of the children's learning. Through language they receive much of their knowledge, enabling them to communicate effectively with others for a variety of purposes. The school aims to develop in its pupils the skills necessary to read with understanding, listen attentively, talk confidently and to write fluently and legibly with accurate spelling and punctuation.

The programme follows the Curriculum for Excellence outcomes and experiences with many language activities being linked to all areas of the curriculum, and children being encouraged to express themselves in many and varied ways. Children are actively encouraged to re-draft and edit their own work.

Great emphasis is placed on the teaching of reading. When the children start in P1 they begin an intensive introduction to phonics – the sound that letters make. They then move onto our lower stages reading scheme, The Oxford Reading Tree followed by the Kings Court reading scheme in the upper stages. The upper stages also benefit from using the Accelerated Reading Scheme.



### MATHEMATICS

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

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

There are three broad topics within the Mathematics curriculum:

- Information Handling – the making and interpretation of databanks graphs, diagrams etc.
- Number, Money and Measurement
- Shape, Position and Movement



Many of these topics are met again in other curriculum areas to provide children with the opportunities to practice their knowledge in a different context. Within all three of these topics there will be opportunities to tackle problem solving activities that encourage the practical application of mathematical knowledge and understanding.

### **HEALTH AND WELLBEING**

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

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

### **INTERDISCIPLINARY SUBJECTS**

This is an umbrella term used to describe various areas of study that form cross-curricular topic work which will evolve from class themes. It includes Sciences, Social Studies, RME and Expressive Arts but will also include areas of **Literacy, Mathematics and Health & Wellbeing**. The local area and community is often used as a starting point through which understanding of other places and other times can develop and the children are provided with relevant and meaningful contexts in which to develop their knowledge and understanding.

### **RELIGIOUS AND MORAL EDUCATION**

Whole school assemblies are held every two weeks which are attended by the local minister, and parents are invited to join in special assemblies. Whilst providing a multi-faith education, worship at assemblies is normally Christian based. Parents are entitled to withdraw their children from R.E. lessons if they so desire but are urged to discuss the matter with the Head Teacher first as R.E. is usually integrated with other curricular areas.

**Any areas of study not included under any of these umbrella terms will be taught specifically.**

The school benefits from the services of specialist teachers for Art and Craft, Physical Education and Music, including the participation in lessons to learn the recorder from P5-7.

### **BUSINESS GROUPS**

In order to prepare our pupils for the world of work we also run 'Business Groups' which meet on a regular basis providing the children with relevant contexts in which to develop their skills and knowledge. These are the Pupil Council, Enterprise, Eco-School and Health & Wellbeing groups. All staff take part in these groups and the participation of parents is welcomed.

### **MODERN LANGUAGES**

German is taught to the children in the upper stages.

### **SUPPORT FOR LEARNING**

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 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 will be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. 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 children are withdrawn for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer term requirement. We also appreciate that some pupils will exceed expectations and need to be challenged in their learning. These needs will normally be met by the Classroom Teacher, but occasionally the Support for Learning Teacher may work with individual pupils or small groups to extend their learning. If you have any concerns please contact Mrs Cornall, the Class Teacher or Mrs Annie Wright, the Support for Learning Teacher, to discuss the situation further.

**More detailed information on all curriculum matters is available at the school.**

### **HOMEWORK**

Homework is viewed throughout the school as an extension of class work and is tailored to suit the individual needs of the child. The purpose of homework is to consolidate and revise work covered in class.

At each stage of the school, parents are asked to read with their children. The purpose of this is to encourage Reading for Enjoyment and also to consolidate skills previously learned in class. The core reading schemes are usually used to achieve this, Oxford Reading Tree in the Lower Stages and Kingscourt in the Upper Stages.

From the Lower Stages of the school through to the Upper Stages, spelling is taught in a structured manner following guidance from Moray Council. This is started in Primary One using Jolly Phonics which is fun and multi-sensory. With this firm foundation in place, children are equipped with the necessary skills to embark on more challenging words in the upper stages.

Throughout the school, weekly spelling homework will revise and consolidate spelling taught in class.

Homework should be completed neatly and carefully. Occasionally, children may be asked to complete work at home which should have been done at school. At some points in the year, other homework may be given, to link with Environmental Studies. However, Reading, Spelling and Maths form the basis of the weekly routine. In order to promote choice for our pupils we have introduced an activity sheet which each term provides additional activities to further consolidate the learning that is taking place during the term.

If you would like to discuss any aspect of this, feel free to telephone or call in at the school. It is important for the children that we work together consistently.

### **ASSESSMENT and REPORTING**

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. We are moving towards Assessment for Learning where teachers' professional judgement will continue to be used to assess pupils' progress and pupils will be more involved in evaluating their own work.

In primary schools, 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 weaknesses 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. We also plan opportunities for pupils to demonstrate their learning in different contexts which this year has included the Tartan Tea and pantomime.

We are developing our reporting system to incorporate more involvement of pupils and parents. However, at the present time formal parents evenings will continue to be held twice a year where pupils' progress and attitude can be discussed in depth. In terms when there is not a formal parents evening the school holds an open afternoon and invites parents to join their children in the school to discuss with their own child the learning that is taking place. This provides parents with an opportunity to find out more about what and how their child learns in the school. Official progress reports will be issued to parents each session.

### **COMMUNICATION WITH PARENTS**

Parents are welcome to visit the school at any time, although a telephone call prior to the visit usually ensures that sufficient time is available for a satisfactory discussion. After the end of the school day is normally the most convenient time.



In addition, the school issues fortnightly news letters which keep parents and friends up to date with current affairs. At the beginning of term each class will issue a class news letter giving information about the focus for learning in that term. The school also holds explanatory evenings on

curriculum matters and information evenings on different aspects of the school, for example the homework policy.

On matters of discipline, parents will be contacted at an early stage to discuss the situation. However, serious discipline problems are rare in a small school such as Logie.

We consider that contact with parents is invaluable to the smooth running of the school and encourage the participation of parents during the school day. We appreciate that it is difficult for some of our parents to have regular contact with the school due to its rural nature, therefore this year we have introduced a Homelink book in which staff will write any significant events that take place.

### **ATTENDANCE**

For the safety and welfare of your child it is important that the school is informed, by telephone on the morning of the first absence, if possible before 9.30 am. A letter detailing the reason for absence should be taken to school on return.

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (eg approved by the local authority) or unauthorised (eg unexplained by the parent/guardian (truancy) or excluded from school).

### **MEDICINES IN SCHOOL**

A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the school. Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils. Generally however in Moray schools, there will be staff who, with appropriate training, will be able to administer essential medicine.

Depending on their maturity, it may be appropriate for older children to carry their own medication and be responsible for its use. It is essential nevertheless, that parents ensure the school is informed of this.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

### **INFORMATION FOR PARENTS LEAFLETS**

A series of leaflets has been produced by Educational Services for parents and carers. These leaflets are available from the school or the Moray Council Internet site [http://www.moray.gov.uk/moray\\_standard/page\\_42708.html](http://www.moray.gov.uk/moray_standard/page_42708.html)

## PUPIL USE OF INTERNET AND E-MAIL

Moray school work, including access, parental



networks are provided for pupils to do school-related research and communication with others. For Internet permission is required.

## SANCTIONS

Children are expected to follow the school rules. Generally, children are made aware that they are responsible for their own actions, and that breaking rules will lead to punishments. Sanctions include:

- verbal warnings for misbehaviour, or for persistent misbehaviour
- punishment exercises, or
- withdrawal of privileges, or
- reported to the Head Teacher, or
- parents/carers asked to discuss behaviour and agree future conditions, or
- exclusion from school

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

## BULLYING IN SCHOOLS

People often say that bullying won't take place in a small school such as Logie but this, of course, is not true. However, it is easier to be aware of it because children are known so well by teachers and non teaching staff and uncharacteristic behaviour is usually spotted very quickly. The children are also more willing to talk to members of staff. The lunchtime auxiliary reports back after every lunchbreak and is quick to notice a child who is withdrawn or not joining in the others' games.

How do we prevent bullying?

- ❖ Circle time sessions take place at all stages of school
- ❖ Logie Points System - whole school positive behaviour system followed throughout the school
- ❖ Fortnightly assemblies are held to celebrate good citizenship and reinforce the message that we should treat others as we would like to be treated
- ❖ A friendship bench will be put in a suitable place in the playground

## TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

### What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no

information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website [www.scotxed.net](http://www.scotxed.net)

SEED works with a range of partners, including Her Majesty's Inspectorate of Education (HMIe) and the Scottish Qualifications Authority (SQA). On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, who will not publish or release any information that allows an individual pupil to be identified. Data will not be used to take any actions in respect of any individual pupils.

### **Further information**

Further details about ScotXed data exchanges are available on the ScotXed website [www.scotxed.net](http://www.scotxed.net). The website also contains answers to commonly asked questions about ScotXed. If you have any concerns about the ScotXed data collections you can email the Senior Statistician at [peter.whitehouse@scotland.gsi.gov.uk](mailto:peter.whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. The ScotXed contact for Moray is Fiona McKay – telephone 01343 563113, e-mail [fiona.mckay@moray.gov.uk](mailto:fiona.mckay@moray.gov.uk)

### **DATA PROTECTION ACT**

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information gathered complies with the principles of the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. The Data Protection Act 1998 ensures that information is collected fairly and lawfully, is accurate, adequate, up to date and not held for longer than necessary.

## HEALTH CARE AND SAFETY

The staff at Logie consider it part of their professional duty to ensure the happiness and safety of all pupils. In addition, regular visits and inspections are made by the School Dentist, Health Visitor and Audiometrician. General health, eyesight, hearing, speech and teeth are checked and parents are entitled to attend such medical examinations if they so desire.

Please ensure that we are made aware of any health problems, allergies etc. peculiar to your child. Any medical information is treated confidentially.

Children are supervised during the lunch break and they are made aware of the rules set out by the school for general safety.



They are also trained in the safe use of certain tools and instruments used in the school e.g. scissors and craft tools. Staff are aware of the need for diligent observation at all times.

Parents will always be informed of any plans to take the children out of school and are at liberty to decide whether or not pupils should go. It is necessary for you to give written permission for out-of-school activities.

## FIRE DRILL

Fire drills are held regularly in the school, usually once per term, in order that the children are familiar with the necessary procedures for evacuating any of the school buildings in the event of a fire. Fire extinguishers are serviced regularly.

## EMERGENCY CONTACT

These are updated annually but it is vital that this information remains current should your child have to be sent home for any reason. The school requires the address of a neighbour, relative or friend who could take charge of your children if for any reason neither parent is available. It is obviously an advantage if your emergency contact has a telephone.

## EMERGENCY CLOSURE

On rare occasions, usually due to adverse weather conditions, pupils will have to be sent home with little advance warning. You will be contacted by telephone and informed of the closure. If you cannot be reached by telephone, your emergency contact will be informed. We take the safety of your child very seriously and therefore it is essential that we are able to contact a responsible adult in this situation before releasing your child from school.



In the event of continuing severe weather, please check the website [www.moray.gov.uk/schoolclosures](http://www.moray.gov.uk/schoolclosures) where any information on school closures will be posted. Moray Firth Radio or [www.mfr.co.uk](http://www.mfr.co.uk) will broadcast each morning a list of schools that are closed. You are advised to tune in for details.

The school also has a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the school.

When severe weather warnings are received, we will endeavour to keep the system updated.

Instructions for use are as follows:

1. Dial **0870 054 9999**
2. Enter the school's PIN number: **031330**
3. You will hear a confirmation message: **'Selected Logie School'**

You will then enter a menu system:

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

## **SCHOOL MEALS AND PACKED LUNCHES**

We provide a servery for lunch with our meals being cooked at Anderson's Primary in Forres and taken up to Logie. Tickets can be purchased from the canteen supervisor at lunch time and may be purchased in advance. Parents are notified of any price changes and cheques should be made payable to The Moray Council. Please ensure that payments remain up to date. Pupils may bring packed lunches and these are eaten in the canteen at the same time as school meals are being served.

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. In addition, the Moray Council has an on-going commitment to providing healthy options through its snack and vending supervised by our lunchtime position. Meals and packed lunches are auxiliary. Pupils must obey instructions from staff and good manners are expected at all times.



of healthy food in their menus. for School Lunches, and offer Council has an on-going through its snack and vending supervised by our lunchtime from staff and good manners are

## **SCHOOL UNIFORM**



The children are expected to wear school uniform. Royal blue sweatshirts and fleeces bearing the school logo can be purchased from the school. This is seen as both practical and comfortable yet promotes the identity of the school. Plain white polo shirts should also be worn.

As a general rule, grey, black, or navy skirt/trousers are all acceptable. Pupils are not allowed to wear jeans, tracksuit bottoms, football tops or T-shirts bearing slogans.

Pupils must have a pair of indoor shoes in school at all times.

During P.E. lessons, the children are required to change into T-shirt, shorts and gym shoes or trainers. These should remain in the school from Monday to Friday as class teachers follow up the work of the PE specialist on another day. All jewellery must be removed for PE. Ears that have just been pierced may be tapped for a short while until the wearer is confident to take them out and remove them for a lesson. All clothing should be named as the school cannot be held responsible for any items lost. Long hair must be tied back for all PE lessons.

### **Who is entitled to Free School Meals / Clothing Grant?**

You can apply for Free School Meals and a Clothing Grant for children under the school leaving age if you are receiving:

- Income Support
- Income-based Job Seekers' Allowance
- Any income related element of Employment and Support Allowance

- Child Tax Credit but not Working Tax Credit and your income, as assessed by the Inland Revenue, is below £15 860
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of Maximum Working Tax Credit, currently set by the UK Government at £6,420
- Guaranteed Pension Credit
- Support under Part VI - Immigration & Asylum Act 1999

Application forms are available from the school.

### **SCHOOL TRANSPORT**

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

Bus transport is provided from Forres by Kinneil Coaches and a taxi is also available from Frank Pratt for children in the catchment area.

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.

### **EXTRA CURRICULAR ACTIVITIES**

During the school year the PTA run a popular after school club where children are involved in fun activities such as gardening, outdoor play, art and craft and sports. The PTA also hold regular social events such as a Games Evening, Halloween Party and Christmas party.



The school regularly holds a Tea & Tots session for people in the community with pre school age children where parents from the school chat informally to adults while their children are playing. Towards the end of each term the school also invites members of the community to attend presentations by the children which have included a Tartan Tea to celebrate St Andrews day and a pantomime at Christmas.

Training in cycling proficiency is arranged each session through the Ready, Steady Bike programme.

The school welcomes parents to help at the school in the classroom, with after-school activities and other areas such as the library and making costumes for plays. Any parent who feels he or she would like to share any interest or organise a session with groups of children should contact the school.



**PARENT COUNCIL**

<b>Chairperson:</b>	Mrs Donna Skelly The Kennels Dunphail 611230
<b>Treasurer:</b>	Vacancy
<b>Secretary/Clerk:</b>	Vacancy
<b>Reporting from Policy Group:</b>	Jamie Swanson
<b>Co-opted Members:</b>	Mrs Alice Young Alasdair Laing

**Functions:**

- support the endeavours of those managing the school
- make representations to the head teacher and the education authority
- promote contact between the school, the Parent Forum, parents of prospective pupils, school pupils, the community and other persons as appear appropriate
- report on the Council's activities to the members of the Parent Forum
- ascertain the views of the Parent Forum as regards the standards and quality of education in the school, the exercise by the Council of its functions and such other matters as appear to be of interest or concern to the Parent Forum
- collate parent's views and report them to the head teacher and the education authority.

## **PARENT TEACHER ASSOCIATION**

The school enjoys the support of an active PTA who run the after school club and social gatherings throughout the year.

<b>Office bearers:</b>	Chairperson	Mrs Ruth MacFarlane
	Vice Chair	Mrs Marion Caldwell Hardie
	Secretary	Mr R McAuley
	Treasurer	Miss H Rodway
	Pre Audit Nominees	Tba

## **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 could afford it attended secondary school. The terms of the trust allowed for a grant of money to be paid for the 'poor children of Edinkillie' to enable them to attend secondary school. The trust now grants the sum of £850 to children transferring from primary to secondary school, whose parents are on a low joint income. Parents must have a low annual income to qualify for a grant. Any parent who wishes to have more details of the Manson Bequest should call at the school where application forms are held.

## INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

<b>School:</b> Logie Primary School	<b>Id No.:</b> 300 - 5202027
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### *Budgeted Running Costs For Financial Year 2011-2012*

<b>School Roll at September 2010</b>	29
<b>Total School Running Costs at April 2011 (£)</b>	182,386
<b>Cost per Pupil (£)</b>	6,289

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2010/2011*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	**	**	**	**	**	2520	2520	10440
<b>Percentage Authorised Absences</b>	**	**	**	**	**	5	4.2	4.4
<b>Percentage Unauthorised Absences</b>	**	**	**	**	**	0.6	0.2	0.6

Key to Symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

### *Minimising Overall Absence*

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
<b>Absence</b>	18.6	19

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

## INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

<b>Education Authority:</b> Moray
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### *Budgeted Running Costs For Financial Year 2011-2012*

<b>School Roll at September 2010</b>	6,342
<b>Total School Running Costs at April 2011 (£)</b>	21,147,009
<b>Cost per Pupil (£)</b>	3,334

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2010/2011*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	328403	320205	316299	335570	316989	349458	359021	2325945
<b>Percentage Authorised Absences</b>	4.2	4	3.6	4	3.7	4	3.9	3.9
<b>Percentage Unauthorised Absences</b>	0.7	0.9	0.8	0.8	0.7	0.8	0.7	0.8

Key to symbols:

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The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

### *Minimising Overall Absence*

	<b>Absence recorded (2009/2010) Average number of half days absence per pupil</b>	<b>Absence recorded (2010/2011) Average number of half days absence per pupil</b>
<b>Absence</b>	18.2	17.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

## INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

<b>National Data</b>
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### *Budgeted Running Costs For Financial Year 2011-2012*

<b>School Roll at September 2010</b>	364,284
<b>Total School Running Costs at April 2011 (£)</b>	1,490,002,771
<b>Cost per Pupil (£)</b>	4,090

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2010/2011*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendance (Pupil Half Days)</b>	1895130 8	19116971	18672816	18136151	18404407	18748517	19075039	131105209
<b>Percentage Authorised Absences</b>	4.2	4.1	3.9	3.8	3.8	3.9	3.9	4
<b>Percentage Unauthorised Absences</b>	1.2	1.2	1.3	1.3	1.2	1.3	1.2	1.2

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

### *Minimising Overall Absence*

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
<b>Absence</b>	19.4	19.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.