Mortlach Primary School

Handbook 2018/2019
Dear Parents

Welcome to Mortlach Primary School. Children from Dufftown and the surrounding countryside attend Mortlach School. The building dates from 1902 and was originally the Public School serving the Parish of Mortlach. It later became the Junior Secondary School before being handed over to the Primary School when a new Secondary School was built in Aberlour in 1968.

The school is well equipped with seven classrooms, a library/general purpose room, a nursery classroom, large hall and dining room. Computers are used in every classroom, from the nursery to Primary 7.

The aim of this handbook is to provide you with information that we think will be useful to you and is correct at the time of publication. This handbook has been prepared by the Head Teacher and Staff and follows guidelines set out by The Moray Council.

We have tried to anticipate most of the questions that parents ask, but if there is anything that we have not covered or you would like more details, please don't hesitate to get in touch and we will do our best to help you.

Yours sincerely

Veronica Cunningham

Veronica Cunningham
Head Teacher

Date of Publication 11 December 2018

The information contained within this Handbook is correct at the 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.
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"Together we work: Together we achieve Together we grow"
Together we work: Together we achieve: Together we grow

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Together we work: Together we achieve Together we grow
School Staff 2018/2019

Head Teacher (4 days)  Mrs Veronica Cunningham
Head Teacher (1 day)  Mrs Tracy Gordon
Teacher (4 days) P6/7  Mrs Tracy Gordon
Teacher P5/6  Mrs Elaine Wickert
Teacher P4/5  Miss Frances Scott
Teachers P3/4  Miss Lorna Lees
Teacher P2/3  Miss Gillian Devenney
Teacher P1/2  Mrs Louise Morrice
Support for Learning  Mr Martin Collis
Senior Nursery Nurse  Mrs Christine Anderson
Nursery Classroom Assistant  Mrs Michelle Darroch

Primary School Administrator  Mrs Louise Coupland
Children's Supervisor/Class Assistant  Mrs Jenny Trueman
Children's Supervisor/Class Assistant  Mrs Karen Bowie
Classroom Assistant  Mrs Kristine Milne

Pupil Support Assistant  Mrs Jenny Trueman
Pupil Support Assistant  Mrs Karen Bowie
Pupil Support Assistant  Mrs Kristine Milne
Pupil Support Assistant  Mrs Michelle Darroch
Pupil Support Assistant  Mrs Chantal Wilkinson

Lunchtime Auxiliary  Mrs Karen Bowie
Lunchtime Auxiliary  Mrs Jenny Trueman
Janitor  Mr Eoin McKenzie
Cleaners  Mrs Linda Baillie
          Mrs Mary McManus
          Mrs Agnes Greenlees

School Crossing Officer  Mrs Christine Higgins

Cook  Mrs Heather Urquhart
Catering Assistants  Mrs Lisa Milton
          Mrs Kim Grant
          Mrs Joanna Woodcock

"Together we work: Together we achieve Together we grow"
Instrumental Instruction
- Cello: Mr John Mustard
- Recorder/Ukulele: Mrs Alison Gillies
- Violin: Mrs Rachel Lewtas
- Woodwind: Mrs Lisa Farquharson

School Chaplains
- Rev George Rollo
- Father Colin Stewart

Parent Council
- Mrs Candice Geddes (Chair)
- Ms Zoe Bremner
- Ms Gail Cumming
- Mrs Laura Ford
- Mrs Elizabeth Harper
- Mrs Nicola McGill
- Mrs Tessa Petrie
- Mrs Judith Scott
- Mrs Donna Skene
- Mrs Kessia Stuart
- Mrs Maureen Turner

School Address
Mortlach Primary School
York Street
Dufftown
Banffshire
AB55 4AU

Telephone
01340 820268

Email
admin.mortlachp2@moray-edunet.gov.uk

School website
http://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/

School roll
127 pupils in six classes
+ 12 pupils in nursery class

School meals
£2.30 per ticket or
£23.00 per book of ten tickets

School tie
£7.00

School sweatshirt/Cardigan
£13.00
£14.50 for size 34 etc.

"Together we work: Together we achieve. Together we grow"
<table>
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<th>Item</th>
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<tr>
<td>School polo shirt</td>
<td>£9.00</td>
</tr>
<tr>
<td>School house t-shirts</td>
<td>£6.00</td>
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<tr>
<td></td>
<td>£7.00 for size small adults etc.</td>
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<tr>
<td>School fleece</td>
<td>£10.00* (*While current stocks last)</td>
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<tr>
<td>Book bags</td>
<td>£8.00 each</td>
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<td>Speyside High School</td>
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<tr>
<td>Mary Avenue</td>
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<tr>
<td>Aberlour</td>
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<tr>
<td>Banffshire</td>
<td></td>
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<tr>
<td>AB55 9PN</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>01340  871522/3</td>
</tr>
<tr>
<td>FAX</td>
<td>01340  871098</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:admin.speysidehigh@moray-edunet.gov.uk">admin.speysidehigh@moray-edunet.gov.uk</a></td>
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<tr>
<td>Head Teacher</td>
<td>Mrs Patricia Goodbrand</td>
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<td>Glenlivet Primary School</td>
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<td>Knockando Primary School</td>
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<td>Rothes Primary School</td>
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<tr>
<td>Tomintoul Primary School</td>
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<tr>
<td>Director of Education &amp; Social Care</td>
<td>Mr Graham Jarvis (Acting)</td>
</tr>
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<td>Ms Karen Lees</td>
</tr>
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<td>Department of Education &amp; Social Care</td>
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<td></td>
<td>The Moray Council</td>
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<tr>
<td></td>
<td>High Street</td>
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<td></td>
<td>Elgin</td>
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<tr>
<td></td>
<td>IV30 1BX</td>
</tr>
<tr>
<td>Telephone</td>
<td>01343  563374</td>
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<tr>
<td>FAX</td>
<td>01343  563478</td>
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<tr>
<td>Moray Council website</td>
<td><a href="http://www.moray.gov.uk">www.moray.gov.uk</a></td>
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Education & Social Care Service Aims
http://www.moray.gov.uk/moray_standard/page_43612.html

"Together we work: Together we achieve Together we grow"
The Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child’s experience at school. This booklet is available from the school, from Educational Services, or the Moray Council Internet site: http://www.moray.gov.uk/moray_standard/page_47236.html
This booklet is also available in other languages.

The website also includes other useful information such as

- School Term Times
- Work Experience
- Adverse Weather
- Procedure for Admissions to Primary School
- Instrument Instruction
- Home Education
- Exclusions
- Attendance and Absence
- Bullying
- Parent Councils
- Placing Requests
- School Information Line
- Additional Support Needs

http://www.moray.gov.uk/moray_standard/page_39857.html

There is a comprehensive list of Moray Council webpages at the end of this document in Appendix A.
School Term and Holiday Dates
2018 – 2020
(all dates inclusive)

<table>
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| **Autumn**
Term Starts: Tuesday 14 August 2018
Term Ends: Friday 31 October 2018
| Autumn
Term Starts: Monday 14 August 2019
Term Ends: Friday 31 October 2019 |
| **Winter**
Term Starts: Monday 22 October 2018
Term Ends: Friday 21 December 2018
| Winter
Term Starts: Monday 28 October 2019
Term Ends: Friday 20 December 2019 |
| **Christmas Holiday**
Starts: Monday 24 December 2018
Ends: Friday 4 January 2019
| Christmas
Starts: Monday 23 December 2019
Ends: Friday 3 January 2020 |
| **Spring Term**
Starts: Monday 7 January 2019
Mid Term Holiday: Monday 11 February 2019
Ends: Friday 29 March 2019
| Spring
Starts: Monday 6 January 2020
Mid Term Holiday: Monday 10 February 2020
Ends: Friday 27 March 2020 |
| **Spring Holiday**
Starts: Monday 1 April 2019
Ends: Friday 12 April 2019
| Spring
Starts: Monday 30 March 2020
Ends: Friday 10 April 2020 (Good Friday) |
| **Summer Term**
Starts: Monday 15 April 2019
Good Friday: Friday 19 April 2019
May Day Holiday: Monday 6 May 2019
In-Service Closure: Thursday 16 May 2019
In-Service Closure: Friday 17 May 2019
Ends: Friday 28 June 2019
| Summer
Starts: Monday 13 April 2020
May Day Holiday: Monday 4 May 2020
In-Service Closure: Thursday 14 May 2020
In-Service Closure: Friday 15 May 2020
Ends: Thursday 2 July 2020

“Together we work: together we achieve: together we grow”

Additional information:

Schools work in a group format, based on a Secondary school and its associated Primary schools. This is known as an Associated School Group (ASG).

"Together we work: Together we achieve: Together we grow"
Can we help you?

Listed on the next few pages are the questions that pupils and their parents most often ask. Underneath each question is an answer. Perhaps you have a different question or perhaps the answer provided doesn't give you enough information. If this is the case then please don't hesitate to contact the school and ask.

Where are the classrooms?

*C = computers
*I = infant work area
*S = staffroom

"Together we work: Together we achieve. Together we grow"
What are the times of the school day?

From August 2018, P1 - P7 will be starting and finishing at the same times.

The actual start and finishing times are as follows:

Primary 1 - 7  
08.55am - 10.30am  Session 1  
10.30am - 10.45am  Interval  
10.45am - 12.20pm  Session 2  
12.20pm - 1.15pm  Lunch time  
1.15pm - 3.05pm  Session 3

Who are the teachers in the school?

Class teachers take responsibility for their class on a daily basis, planning and preparing work best suited to the pupils. There are two Headteachers working part-time to fulfil a fulltime commitment. Mrs Veronica Cunningham (4 days) and Mrs Tracy Gordon (1 day). The Head Teachers are class committed at different times throughout the week. They monitor pupil progress throughout the school, as well as undertaking administration and other associated tasks. Mrs Jennifer Stewart teaches German/Drama one day a week. Miss Frances Scott and Mrs Elaine Wickert teach Music and PE respectively.

What does the Support for Learning teacher do?

The Support for Learning teacher provides regular teaching input 3 days a week to pupils of all ages who may be finding difficulty with their normal class work or who are ready for additional work and need to be extended/challenged. By working with small groups the Support for Learning teacher can spend time with individual pupils and help support them. The Support for Learning teacher ensures that a clear programme of work is planned for all the pupils he is working with after consultation with the class teachers and parents. Regular reviews are held with parents for those pupils who have an Individualised Education Plan (IEP).

If we think your child might benefit from additional support we will discuss it with you and invite your support to help your child. If you think your child is struggling with a particular aspect of learning please don't hesitate to get in touch with either the Head Teachers or the class teacher to discuss the difficulty.

The Additional Support for Learning Act introduced a new statutory framework for supporting children and young people in their school education, and their families based on the idea of additional support needs. This term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

The Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.
Procedures such as talking to Head Teachers or Guidance Staff (in Secondary schools) can help sort out the great majority of situations. To further help with this, you can contact Mrs Cunningham/Mrs Gordon, who are the additional support needs co-ordinators in the school.

A series of leaflets has been produced by Education and Social Care 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

For further information and advice you can contact the Additional Support Needs Officer in Moray:
The Moray Council, Council Offices, High Street, Elgin IV30 1BX
Telephone 01343 563174

The Additional Support for Learning Act came into force on 14 November 2005. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act (2009). In terms of the Act, The Moray Council has embarked on the process of ensuring that everyone in Moray, particularly children, young people and families and those who work with them, has access to the information and support required to implement the Act. Implementation builds on the good practice which exists in Moray at the moment.

If you would like any further advice or information "Enquire", the Scottish advice service for additional support for learning (which is funded by the Scottish Government) can be contacted on:
Telephone: 0845 1232303
Email: info@enquire.org.uk
Website: www.enquire.org.uk

How does the school ensure accessibility for everyone?
The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies, but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. All our entrances and exits are either at ground level or have ramps as appropriate. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents/carers.

What equipment do I need to provide?
You should see that your child has the usual writing materials, a pencil, eraser and ruler. Although school does provide these, we have found that pupils much prefer to use their own! It would also be useful if your child had a pack of felt pens or pencil crayons too.
A change of clothing is needed for PE, t-shirt (in their house colour if possible - blue for Balvenie, red for Buchromb and yellow for Kininvie), shorts and gym shoes are essential.

No jewellery should be worn for PE. If a child cannot remove earrings themselves, then earrings will need to be covered with tape for safety reasons.

Books, jotters, paper and art and craft materials are provided by the school. In order to carry reading books to and from school along with pencil cases, it is useful for your child to have a stout bag in which to put these items, although we do suggest that the bag is not too big as it can become quite heavy! Book Bags are ideal for carrying reading books and library books and keep them away from potential accidents with water bottles. They are available to purchase from the school office. If books are damaged you will be asked to pay for the cost of their replacement.

It would be very much appreciated if you could provide an old shirt or overall to wear during art lessons as this will help to keep school clothes reasonably clean and prevent you having to do extra washing!

Please label all clothes with your child’s name and rewrite regularly.

What about school meals?
School meals are cooked on the premises and served in the canteen. Pupils are offered a choice of meals. The weekly menu is displayed on the board at the end of the senior corridor, where all the pupils can see it, and leaflets are available from the school office. The menu is also featured on the school blog. The current cost of meals can be found at the front of this handbook.

Pupils select the main course that they would like that day in class first thing in the morning using the iPay system. They then collect a coloured wrist band to remind them of their choice.

School Lunches can be paid for each day between 8.35am and 8.55am in the canteen. Alternatively parents can use the online payment system to pay for school dinners. Soon, you’ll also be able to pay for things like school trips and uniform online too, and we’ll let you know when this is available.

The new secure payment system is called iPayImpact. Any funds that you add to your account are immediately available for your child/children to buy a school dinner. There’s no upper limit to the amount you can add to your account and, if you wish, you can pay upfront for weeks or months in advance.

The service is available 24/7, from any internet-enabled device, and will allow you to see the current balance on the account, top up funds, and view a transaction and meal history. You can still use this service if your child receives free school meals - including all P1 - P3 pupils - because you will still be able to see a meal history, and also use it in the future for other payments.
Together we work: Together we achieve. Together we grow.

We've got more information available online, as well as FAQs, please visit www.moray.gov.uk/schoolpayments.

Pupils taking school meals are supervised by lunchtime auxiliaries and are expected to follow their instructions at all times.

**Can my child have free school meals?**

From January 2015 all P1, P2 and P3 pupils have been entitled to a free school lunch. You do not have any forms to fill in for this entitlement. If your P1, P2 and P3 child prefers to bring a packed lunch as an alternative this is your prerogative, however the cost of making the packed lunch cannot be reimbursed to you.

For P4-P7 pupils you can claim free school meals if you are receiving certain benefits. Current information can be found in the "Notes for Parents and Carers" booklet. Please note that an entitlement to free school meals also includes an entitlement to a clothing grant.

More information please check The Moray Council website:
http://www.moray.gov.uk/moray_standard/page_55486.html
http://www.moray.gov.uk/moray_standard/page_55540.html

**Can I send my child with a packed lunch?**

Children can bring a packed lunch to school if they prefer. Packed lunches are eaten in the school hall at the same time as school meals are being served in the canteen. Pupils taking packed lunches are also supervised by lunchtime auxiliaries and are expected to follow their instructions at all times.

**What are the arrangements for health care?**

During their first year at school all pupils receive a medical examination by the Doctor and/or Nurse from the School Health Service. We will let you know the time and date when the staff are visiting and invite you to attend with your child.

Pupils with a hearing or visual impairment or other medical problems are seen by the School Health Service Doctor during his/her visit to the school.

Dental inspections are carried out by the School Dentist, who will check the pupils’ teeth each year as required by Scottish Office legislation. He/she will inform you if any treatment is required. Any necessary treatment may be carried out at school or you may prefer to make arrangements with your own dentist. The “Child Smile” team visit regularly to provide fluoride varnish for pupils’ teeth with your permission. Information and permission forms are sent out prior to these visits.

The School Nurse, who is based at Speyside High School, comes to school to check on the general health and well being of pupils. She also acts as a resource for teachers who may cover health subjects within their projects. For example, a project on “food that is good for us” and the School Nurse can not only provide useful information but can come along and talk to pupils directly if required.

"Together we work: Together we achieve. Together we grow."
There has been much research done in recent years about head lice. As a result of the research we now know much more about the lice and the way in which they are spread. It has been found that only one in ten infections are caught in schools. The lice are more likely to have come from an adult or pre-school child, most of whom will be unaware that they have head lice. It takes an intimate head to head contact lasting about one minute to catch lice, hence the close contact between parents and very young children can result in the lice being passed on.

However, it is often the case that head lice infections become apparent in school. If we find a pupil with head lice, our procedure is that a standard letter will be sent out to all parents of the pupils in the class where the infection has been found, asking you to check your child’s head and use the appropriate treatment if lice are found. In the same way, we would like you to let us know if you find head lice at any time. We can then let other parents know that there has been an outbreak in the school and ask for heads to be checked as usual. We would never identify the source of the head lice and your information would be treated confidentially. Children should not return to school until the immediate treatment has been completed. This should help stamp out head lice altogether. It is recommended that hair is checked weekly with a special detection comb in order to catch any infection early. Combing and/or brushing hair twice a day is advised for keeping head lice away.

If you would like more information about head lice detection and treatment please contact either the school or the Dufftown Health Centre.

**What if my child becomes ill or has an accident at school?**

If your child becomes unwell at school and/or is upset we will contact you and ask you to come and collect him/her. Children are best kept at home until they are quite well enough to return to school.

*If your child has sickness or diarrhoea NHS Grampian advise keeping your child away from school until 48 hours after the last dose of sickness or diarrhoea.*

By following this guidance the spread of infection is considerably reduced.

Should a child receive a head bump we will always contact you or your emergency contact person, to let you know so that you can decide what course of action you require for your child. This could be that you are happy for school to continue to monitor your child in class, or for you to come and take your child to the doctor or take them home. The choice will always be yours as a parent.

We have **seven** members of staff who are fully qualified First Aiders, and they usually deal with pupils who have fallen or cut and bumped themselves.

If an injury is more serious and we think the child should not be moved, we will not only contact you and ask you to come to school, but we will also telephone the Health Centre and ask for a Doctor to come as well. We are then able to receive professional advice on the best course of action for the child.
It is essential that we not only have your home/mobile telephone number but also an emergency contact number where we can reach a family member quickly.

Occasionally we need to contact other professionals such as educational psychologists, occupational therapists etc for additional support. We will always discuss the reasons for these referrals with you before they are made and get your opinion.

**What do I do if my child is absent?**

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 (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian, holidays/days off taken during term time).

If your child is absent for any reason we would like you to telephone or email the school on the first day of absence to let us know the reason for the absence and for how long your child is likely to be absent. School will follow up any absences if we have not heard from you. If you do not let us know that your child has been ill, attending a doctor’s, dental, optician, hospital or similar appointment, absent due to a family bereavement or similar reason, then we have to record the absence as unauthorised. A number of unauthorised absences will result in the school asking formally for an explanation of the absences before the Educational Services Officer becomes involved. The Education and Social Care Department sends the absence returns to the Scottish Government in Edinburgh.

Permission for holidays to be taken during term time is no longer at the discretion of the Head Teacher. The Scottish Government would rather parents did not take children on holiday during term time unless it is absolutely essential. Only in exceptional circumstances, which must be discussed with the Head Teacher, may time off be granted and the absence marked as “authorised”. Any family holiday will normally be marked as “unauthorised holiday” and the procedure outlined above will be followed.

**What information do I get from school?**

Newsletters are issued regularly throughout the year, letting you know what is happening in school, giving you the dates of events and holidays and generally keeping you up to date. Copies are added to the school blog.

The school blog can be accessed on https://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/.

The blog has copies of all newsletters as well as lots of other useful information about school events and activities.

"Together we work; Together we achieve; Together we grow"
We will check with you at the start of each school year as to how you would like to receive school newsletters. You can receive paper copies but the majority of parents now opt to receive copies by email (97%). By having newsletters emailed or checking the blog you help us reduce the amount of paper we use, which in turn helps maintain our Green Flag for our Eco-School status and ensures we are an environmentally conscious school.

**Informal Reporting to Parents**

We hold termly 'Tea and a Blether' sessions which have a different focus each time. These informal reporting sessions give you the chance to discuss any class based issues or your child's progress with the class teacher. We hold a Parent/Teacher evening in March when you are invited to come along and discuss the progress your child is making with the class teachers. We also send home comprehensive reports in March each year. The information you receive in Homework Diaries and Reflective Logs provides you with regular information throughout the year in addition to the conversations you have with your child about their learning. Pupils are much more informed about their own progress and should be able to explain not only what they are learning but recognise the relevance of why they are learning.

Pupils also have a "portfolio" of a selection of their work which passes through the school with them. By the end of P7 pupils will have a folio of evidence to show their progress right through the school from their entry to Mortlach. For many pupils this will date from their nursery days. Pupils select their "best" items of work each year for the portfolio in addition to copies of certificates if they wish to include them. P6 and P7 pupils also create a "profile" of themselves which is included in their portfolio. This is a more reflective piece of work which they write themselves and recognises their strengths and acknowledges the things they need to work on to improve.

If we have concerns over your child's behaviour we will contact you to discuss the matter. It may be in the form of a telephone call or we might ask you to come in to school to discuss more serious concerns. If you have concerns too please don't hesitate to get in touch with school.

The Moray Council Education & Social Care Department has produced a series of leaflets for parents providing further information on "Deferred Entry to Primary School", "Educational Psychology Service", "Pupil Transport". These leaflets are available from school or can be downloaded from the Moray Council Internet site [www.moray.gov.uk](http://www.moray.gov.uk)

Towards the end of the academic year we will let you know the arrangements for the classes and who your child's class teacher will be for the forthcoming year. Every class spends time in their new room with their new teacher so they know where to go on the first day of the Autumn term and have some idea about what to expect. Clearly there are some stages where there is a significant change, for example, nursery to Primary 1 and Primary 7 to Secondary School. We ensure that these transitions go as smoothly as possible for the pupils. Not only do pupils spend time in their new classes with their new teachers, at the early stages Primary 1 staff also spend time in the nursery getting to know the pupils. The nursery pupils have a huge advantage in that they have already begun to find their way around school as they are familiar with the school library, hall and canteen. At the upper stages Primary 7 pupils spend transition days at Speyside.

"Together we work: Together we achieve. Together we grow"
High School getting to know staff and pupils in their year group, since pupils from many different Primary Schools feed into Speyside High School. Any pupils who we think might benefit from additional visits receive an enhanced transition. For example, it may be that they are the oldest in the family and therefore have little familiarity with the High School or they may need support with their learning and the additional visit will reassure any anxieties they may have about moving on to High School.

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

Privacy statement
Mortlach 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. The type of personal data we will collect include:-

🌟 Data about our pupils/children and their families
This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriate to all its citizens.

🌟 Data about pupils/children at school/within ELC setting
This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve.

"Together we work: Together we achieve: Together we grow"
Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupil’s previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil’s education. We use this data similarly to the above: to support our pupils’ learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone’s life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Mortlach Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Mortlach Primary School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council’s Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the Moray Council’s Information Management webpages.

Sharing personal data to support wellbeing

In addition to the above, Mortlach Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

"Together we work: Together we achieve: Together we grow"
Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child’s wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why - unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

**What activities are run by the school?**

We have a healthy tuck shop open from 10.25-10.45am each day, which sells healthy snacks and a variety of juice and flavoured water. Any profit from the tuck shop goes into school fund where it helps to support the cost of activities like outings and parties. No pupil is obliged to buy anything from the tuck shop, it is simply there if needed.

We hold a Book Fair once a year in the autumn term, when parents and children can come along after school and browse through the books before buying. Again, no-one is obliged to buy books from the Book Fair but the profits made are ploughed back into school. Usually we are allowed a number of free books depending on how many are sold, so it is a good way of adding to our library.

The school library is in the GP Room and contains a wide variety of fiction and non-fiction books suitable for all ages. Pupils may borrow books from the library each week and are encouraged to do so. The “Accelerated Reader” programme encourages pupils from P2 to P7 to read books at “their” levels and tracks their progress as their attainment improves. Thanks to the hard work of a small group of parents all the library books have been checked to see if they are part of the Accelerated reader programme and have been labelled appropriately, making it very easy for pupils to find their books.

Books borrowed from school or college libraries may not be copied by outside bodies, e.g. commercial copy shops, without the written permission of the publishers. In conjunction with rights owners, the Copyright Licensing Agency is taking legal action against copy shops that are found to be illegally copying from books for students.
Pupils in Primary 5 are offered the opportunity of undertaking training through the Cycling Proficiency Scheme. This is usually co-ordinated by Mrs Jennifer Stewart and the Active Schools Co-ordinator, who is ably assisted by parent volunteers for who we are very grateful. Training is usually given during the spring/summer term and once pupils have passed both the written and practical tests they may ride their bicycles to school if they wish. There are bike sheds beside the infant play area for pupil and staff use.

The Scottish Government is providing instrumental tuition for all P5 pupils throughout Scotland. This means that P5 pupils learn to play the recorder with a visiting instrumental teacher. There are also visiting instructors in 'cello, violin and woodwind' who teach a small number of pupils each week. When a place with the instructors becomes available, pupils who are interested in playing are offered the chance of assessment by the instructors, before possible selection for the appropriate instrument.

There are a number of activities organised by the Active School's Co-ordinator for Speyside that are offered regularly at Mortlach after school. Parents run the after school activities and we are very grateful for their support. There is also a newly formed craft club and gardening club after school which have proved very popular which again is ably supported by Parent Volunteers for which we are very grateful.

There are a variety of lunchtime clubs that are run by teachers that pupils can join. There is a strategy games club, a homework club, a sports leadership group, the school choir and a Chinese language club with senior pupils being given the opportunity to learn Mandarin Chinese.

**Does the school have a uniform?**

Yes, the school does have a uniform. Although uniform is not compulsory we do like the pupils to wear it since they do look very smart and it helps give the school its identity.

The girls are expected to wear a:
- white blouse with a school tie, white or school polo shirt
- bottle green cardigan or jumper or a bottle green school sweatshirt
- grey, navy or black skirt or trousers

The boys are expected to wear a:
- white shirt with a school tie, white or school polo shirt
- bottle green jumper or bottle green school sweatshirt
- grey, navy or black trousers

School ties, sweatshirts, polo shirts and fleeces are available from the school throughout the year. The current prices can be found in the pages at the front of this handbook.

While the polo shirts and sweatshirts are great for everyday wear, we do like to see the pupils in a white shirt and school tie on the more formal occasions that arise during the year such as end of term Services and for school photographs.

"Together we work: Together we achieve: Together we grow"
Jewellery is not encouraged at school. Necklaces, bracelets and rings are not appropriate for school - they are easily broken or lost and pupils can become very distressed when this happens. Jewellery is better kept for wearing outwith school. If pupils do have pierced ears they should only wear stud style earrings (which can either be removed entirely or covered with tape for PE) hoop earrings will need to be removed for PE.

We hope you will encourage your child to wear school uniform and restrict their wearing of jewellery.

**Can I see round the school before my child is admitted?**

Yes, of course you can! As most of the pupils who are enrolled for Primary 1 at Mortlach School have come from the Mortlach Nursery, many parents are likely to be familiar with the building. However, for those who are not familiar with the school, a member of staff will be delighted to show you round.

During the summer term, visits are arranged for the prospective Primary 1 pupils to see their new classroom and meet their teacher. Parents are also invited along to meet the Head Teacher and Primary 1 class teacher on a different occasion. At this time parents are able to visit the classroom and look at the books and equipment the pupils will be using and hear about the different activities that the pupils will be engaged with during their first year in Primary School.

If you are enrolling your child at any other time you will be shown round the school at the time of enrolment, when you and your child will be able to see the classrooms and meet the appropriate teacher.

**Is my child entitled to school to school transport?**

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local zoned school. Door-to-door transport is not guaranteed.

Application forms are available from the school and should be returned to school to send on to the Public Transport Unit in Elgin. You are asked to allow seven days from returning the application to school for the application to be processed. Parents will be notified by post of the decision on transport provision. Where entitlement is granted, the travel pass will be forwarded direct to the pupil's home address. The commencement date for transport will be notified at the same time. Parents should await receipt of the travel pass before contacting the drivers for pick up point information.

Parents must notify the drivers if the pupil is not travelling on the bus for any reason. The drivers always keep a check on pupils travelling on their bus and would expect a child to return on the bus if they have brought the child to school in the morning. Bus company telephone numbers are available from the school office.

A brief guide to the Moray Council Policy on school transport is outlined below. Further details can be obtained from the Public Transport Unit at Council Headquarters, the address and telephone number of which are on the pages at the front of this handbook.

"Together we work: Together we achieve Togethe wegrow"
**Pick-Up Points**
Parents are responsible for the safety of pupils prior to the arrival of the school transport vehicle at the designated pick-up/set down point in the morning. Parents are also responsible for the safety of pupils after the departure of the school transport vehicle from the designated pick-up/set down point at the end of the day.

It should also be noted that the Council is under no obligation to provide transport from your front door. You may be asked to connect with the school transport at the designated pick-up/set down point.

**Privilege Transport**
There are occasionally empty seats on school transport and privilege transport may be granted to certain pupils living on the bus route but less than the statutory distance from school. Parents should be aware that the privilege transport is not a right and may be withdrawn at any time to accommodate children who live more than the statutory distance from school. The school transport cannot be asked to deviate from its route to pick up or set down “privilege” pupils.

**Behaviour**
Pupils are expected to remain in their seats while on the transport and not distract the driver. Persistent misbehaviour on school transport may result in the permanent withdrawal of school transport entitlement.

If you choose to enrol your child at Mortlach School but do not live within our delineated zone (i.e. we are not your nearest school) then unfortunately the Moray Council is under no obligation to provide transport.

**Is there a Parent Council?**
Yes, we have a hardworking and dedicated group of parents who volunteer to become part of the Parent Council. Parent Councils were introduced by the Scottish Government in 2007 to replace School Boards and to encourage local communities to work with schools in the education of children and to provide a means for the expression of parents’ interest and views. The annual general meeting is held in June each year. If you are interested in joining the Parent Council please don’t hesitate to get in touch. Even if you’d rather not join the Parent Council and attend the regular meetings but you’re willing to help with different events and activities, again please don’t hesitate to get in touch.

**Does the school have a P.T.A.?**
No, the PTA and Parent Council amalgamated in August 2009 and the Parent Council has taken on the additional role of active fundraising, which has helped buy extra equipment, organise school transport to events and provide enriching experiences for pupils. The very successful fund raising carried out each year means that we do not have to ask parents for money throughout the year to subsidise outings or visits by professional theatre groups. This means that every pupil can participate in every activity without additional cost to parents. We are very
grateful that the school is so well supported in this way. The Parent Council was also instrumental in fund raising recently to purchase laptops for use in classes.

**What facilities does the school have for sports?**
We have the sports field adjacent to the school marked with a running track during the summer months.

Near the Infant classrooms there is a grassed area containing an enclosed play area with a safety covering of bark below the equipment. An "outdoor classroom" is also available in this area. There are logs for pupils to sit on courtesy of our local tree surgeon. We have a newly opened Eco-Garden that was planned and organised by the Eco Community Group and supported by Community Partnerships.

The school hall has markings for badminton and netball/basketball courts.

**What do the children do at intervals?**
On dry or damp days the pupils are expected to spend breaks outside. This gives them the opportunity to get some fresh air and use some of their energy running around. The Primary 7 "monitors" also regularly organise playground games. The playground is supervised at breaks and lunch time by Support Staff.

On very wet days the pupils are allowed to stay in the classrooms. All classes are supervised by Support Staff. At lunch times pupils who have stayed for a school meal or packed lunch are supervised in the hall by the Classroom Assistants. Pupils going home for lunch on wet days are asked to remain at home for the whole lunch break, returning just in time for the afternoon bell.

**What happens if school closes early because of bad weather?**
If the school closure is planned you will be informed of this in one of the regular newsletters.

However, if there has to be an emergency closure due to bad weather or a power failure, the school operates an emergency system whereby parents of pupils entitled to school transport are informed of the closure and given an approximate time their children will be set down. Parents of pupils who live within walking distance may be contacted and asked to collect their children or arrange for their emergency contact to collect them. Using this procedure the school can be sure that pupils will be safe, especially in the severe winter weather.

**It is essential for us to have an emergency contact number that we can telephone if school is closing and we cannot reach you. We must know where to send your children if you are not available.**

The Moray Council Policy states that Head Teachers have total discretion as to the closure of schools when they anticipate storm conditions that would put pupils at risk.

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If there is any doubt that the school will be closed because of severe weather conditions parents are advised to listen to “Moray Firth Radio”, as the radio station will be informed of school closures at the earliest opportunity, in order for them to broadcast the information as early in the day as possible. There is also information available on The Moray Council website http://schoolclosures.moray.gov.uk/

Parents can also telephone 0870 054 9999 and then enter the code 031360 for Mortlach to hear updated messages about school closures due to adverse weather conditions.

Calls to this number will be charged a 2p per minute service charge plus your call provider's access charge.

If the school is closed due to bad weather, please check the blog for activities to do with your child at home. Teachers can access the blog from home if needed and can put suggestions and ideas on the blog to help.

**What happens if my child has to visit the doctor or dentist during school time?**

A brief note should be sent with the child, or a telephone call or email to the school office, to forewarn the teacher of the temporary absence. This note will be retained in the class register for information. Parents arriving to collect their child should report to the School Office initially. The class teacher will be telephoned to alert them to your arrival and you may be asked to wait a moment for your child to walk to the Office, or, in the case of younger children, you may be asked to go and collect your child from their classroom.

**No child will be released to meet a parent in the street or Health Centre.**

**Can my child be given medication at 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. Teachers, classroom assistants and auxiliaries will not issue medicines to pupils unless they have specific instructions and written consent from parents. In the case of long term or regular medication being taken, clear written instructions are needed in case the regular member of staff is absent and there is a temporary member of staff involved. The appropriate forms are available from the School Office.

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 do not fall into this category, and will therefore not be administered on pupil request.

Please note that no member of staff is legally obliged to administer medication to children but staff are usually willing to do so if clear instructions are provided and written permission is given by parents. A copy of “Supporting Pupils with Medical Needs” including “The Administration of Medicines” guidance document is available in school for reference.
What about my children’s property?
The school cannot accept any responsibility for articles or money left in the school. We do not advise pupils to bring anything of value to school. There is the inevitable risk of breakage or mislaying items.

All your child’s clothing should be labelled with their name, including gym shoes and wellington boots!

Primary school children do not need to bring mobile phones to school. However, if they choose to bring their phone because they may need it immediately after school, they must hand it in to the school office or their class teacher at the start of the day and remember to collect at the end of the day.

Will my child get homework?
Homework is given out at the discretion of the class teacher and should not normally take more than 30 minutes to complete. Spelling, reading and maths are the most common forms of homework, but pupils may be asked to do some other activities relating to other areas of the curriculum or research at home. More information is available on the school blog. (http://blogs.glowscotland.org.uk/my/MortlachPrimarySchool/). Homework diaries should help explain the homework tasks for each pupil. Parents are also asked to sign the homework diary on a weekly basis.

If pupils have not finished their daily work or the work has not been completed to a satisfactory standard, then it may be sent home for completion. We ask for parents help in ensuring that homework is completed and we do appreciate your signing or initialling the completed work. If, for any reason, your child cannot complete the homework then please return it to school and let the teacher know if there is a problem.

Can you explain the House system?
The school is divided into three houses and every pupil is allocated a house. The three houses are Balvenie, Buchromb and Kininvie. At the school sports each year trophies are awarded to the house with the greatest number of points. These are then engraved and displayed in the trophy cabinet in the school hall. Pupils can also earn house points (Bee Points) during the year with a view to the pupils in the winning house receiving an individual certificate each year. House Captains are responsible for collating the house points each week and presenting the appropriate certificates to their house members at Assembly.

Does the school have many computers?
The school has a number of pieces of ICT equipment which is maintained by the ICT Department of The Moray Council. Parental permission is required before pupils can access the internet and pupils are always supervised when undertaking this activity.

"Together we work: Together we achieve Together we grow"
Increasing importance is being placed on pupils acquiring computer skills. Each classroom also has a digital camera and a "Flip" video camera.

**What sort of tests do the children get?**

Teachers are constantly involved in the assessment of your child's progress. This is done on an individual basis in order that appropriate work can be planned, given the differences in children's abilities and aptitudes. Written tests may be given at regular intervals in order that teachers can assess how well a process or piece of learning has been grasped. Standardised assessments set by the Scottish Government (SNSA) are carried out by pupils in P1, P4 and P7 respectively at different intervals throughout the school year.

**What about discipline?**

All pupils enrolling at Mortlach School are expected to behave well and abide by the school rules, which can be found at the back of this handbook in the school Behaviour Policy. The majority of pupils are very well behaved and can usually be relied upon to demonstrate a very high standard of behaviour at all times.

Please go over the rules with your children and make sure they understand what is expected of them. At break times and lunch times the children are expected to listen to the instructions of the Playground Supervisors and Auxiliaries in the same way that they would listen to teachers.

The school rules are designed to ensure the safety and well being of all the children in the school and prevent progress from being disrupted by bad behaviour.

In order to maintain our high standards we ask for your help in making sure that any unreasonable behaviour is stopped. If there are any incidents of extreme behaviour we will inform you as soon as we can and invite you to meet the class teacher and Head Teacher in order to discuss the matter. A report of the incident will be placed in your child's pupil profile record. Repeated incidents may lead to an exclusion from school for a period of time.

Any pupils causing wilful damage to property will be held responsible and may be asked to pay for the damage caused. Again, parents will be kept informed should this situation arise.

In our present society the problem of drugs or illegal substances is widespread and affects almost every community, large or small, urban or rural. While Personal and Social Education and Health Education both feature in the school curriculum and include information about the effect of drugs, there may be a time when a child is found in possession of an illegal substance. If this should occur, the Head Teacher is required to inform the police immediately. Parents will also be asked to come to the school to speak with the police.

Bullying is not tolerated at Mortlach School. The Personal and Social Education curriculum at all stages stresses the need for us to accept the fact that we are all different and should not be victimised because of those differences.

If you think your child is being bullied please contact the school as soon as possible and we will do everything we can to ensure that it does not continue.

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**Child Protection**

"Child protection means protecting a child from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect."

(National Guidance for Child Protection in Scotland 2014)

It is the duty of The Moray Council and its entire staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Sexual Abuse
- Physical Abuse
- Emotional Abuse
- Non-engaging family
- Child Placing Self at Risk
- Neglect
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Trafficking
- Female genital mutilation
- Honour-based violence and forced marriage
- Fabricated or induced illness
- Other concern

Where there is a possibility that a child could be at risk of abuse or neglect, we will share our concerns with the Social Work Department, the Police or the Reporter to the Children's Hearing System and in some circumstances parents may not be consulted first. We also have a duty to share information with other agencies to facilitate the correct decision being made for the wellbeing of the child.

In keeping with the Children (Scotland) Act 1995 the welfare of the child is paramount.

Where school staff have concerns about a pupil, which suggests the possibility of abuse, then these concerns will be discussed with the Named Persons for the school which are Mrs Veronica Cunningham/Mrs Tracy Gordon, who in turn may discuss this with a member of the Social Work Department, the Police or the Reporter to the Children's Hearing System to determine what, if any, action needs to be taken.

**What do you do about racial abuse?**

The Education and Social Care Department is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. We strive to prepare all pupils for living in a multi-

'Together we work: Together we achieve. Together we grow"
cultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners in the community.

The Moray Council has a Scheme for Race Equality and as part of that scheme Educational Services has a distinct Race Equality Policy. A copy of the policy is available to view on the Internet: [www.moray.gov.uk/downloads/file41628.doc](http://www.moray.gov.uk/downloads/file41628.doc)
For more information please see Appendix 1.

**What about children with disabilities?**
The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for the hearing impaired and parents/carers of EAL pupils; agreeing a phone contact system to provide direct feedback to parents/carers.

A “disability” is defined as a condition which prevents or makes it unreasonably difficult for a young child or young person to access:

- The school curriculum – e.g. are large print books available for children with visual impairment?
- The school environment – e.g. can a child who uses a wheelchair move readily, as required, from one area of the school to another?

Disability is also defined as a condition which may require the school to introduce appropriate alternative communications systems – e.g. Supplying portable electric vibrating systems to allow hearing impaired children to be aware of school bells and/or fire alarms.
For more information please see Appendix 1.

**What should I do if I have a problem or query?**
Mortlach has an open door policy, which means that parents are welcome to pop into school at any time. If, however, parents wish to discuss something in depth it is better to make an mutually acceptable appointment for a time when the teacher is free from class commitment.
If issues remain unresolved, then an appointment can be made with ether of the Head Teachers, who will do their utmost to help. The two Head Teachers are usually available between approximately 8.30am and 5.00pm. If the Head Teachers are unavailable perhaps due to their teaching commitments that day, then please make an appointment with the Administrator Mrs Coupland to see them.

‘Together we work: Together we achieve: Together we grow’
Our Educational Aims

**Mortlach Primary School**

Our aim is to create a learning environment where “together we work, together we achieve, together we grow”.

We ensure that our vision is demonstrated in our values:
“Together we promote well being through curriculum, nurturing and enjoyment;
Together we promote respect through valuing diversity, inclusion and achievement;
Together we promote growth through challenge and opportunity;
Together we promote positive relationships by sharing, caring and tolerance;
Together we promote a united community through being confident, responsible, honest individuals;”

“If the children can all work hard to achieve the above, it should definitely make the community a better place.”

“It is great that the school have an inclusive attitude to unite teacher, pupils, parents and the community.”

“This is exactly the vision, values and aims that I would hope for in the school that my children attend.”

"Together we work: Together we achieve: Together we grow"
Many things have changed since we were young and school is no exception! A different kind of world requires a different kind of education. A good deal of our teacher’s time and effort is being directed to making sure that the education your child receives is relevant for the world today and tomorrow.

**So what exactly do we teach?**

*Curriculum for Excellence - “Bringing learning to life and life to learning”.*

Curriculum for Excellence was introduced 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 the 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.

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 transition is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenges on which they can thrive.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** general education, whatever their level and ability. Every teacher and practitioner is responsible for **literacy, numeracy and health and wellbeing** - the language, numbers skills and knowledge of wellbeing that unlock other subjects and are vital to everyday life.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. For example, the residential trip that is organised every two years to Dalguise gives P6 and P7 pupils the opportunity to develop exactly those skills as well as encouraging independence.
Together we work. Together we achieve. Together we grow.

There are new ways of **assessing progress** and ensuring children achieve their potential. There are new Scottish **standardised assessments** in Primary school, qualifications for literacy and numeracy and National 1 - 5, Higher and Advanced Higher qualifications in Secondary school.

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that’s 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 and secure.

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.

More information about the Curriculum for Excellence can be found at:

http://www.LTSScotland.org.uk/Parentzone
http://www.educationscotland.gov.uk/parentzone/cfe/index.asp
http://www.educationscotland.gov.uk/parentzone/resources/index.asp

The areas covered by a curriculum for excellence are: Languages, Mathematics, Sciences, Social Studies, Expressive Arts, Religious and Moral Education, Technologies, Health and Wellbeing.

**Let’s look at each one in a little more detail:**

**Language**

Language is at the heart of a child’s learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children both to communicate effectively with others for a variety of purposes, and to examine their own and others’ experiences, feelings and ideas, giving them order and meaning. Because language is central to children’s intellectual, emotional and social development it has an essential role across the curriculum.

The four areas of Language work in school, listening, talking, reading and writing cannot be taught in isolation. They are all linked together in the various activities that the teachers plan for their pupils. For example, older pupils may have a visiting speaker to listen to, then discuss what they have heard, listening to each other’s point of view, before writing a report. This can then be read to the rest of the class. Thus one activity involves all four areas of language.

Computers and laptops are used for word processing and the more professional finish of a piece of work can be very satisfying for the pupils. However, this does not mean that handwriting is neglected. It is important that children learn to write neatly and tidily and handwriting is taught at all ages.

"Together we work. Together we achieve. Together we grow."
Much importance is placed on learning to read. We now use the Jolly Phonics Readers, Oxford Reading Tree programme and Accelerated Reading Scheme throughout the school, supplemented with a wide variety of other books at most of the different levels. Children are encouraged to borrow library books to take home and enjoy with their parents.

Listening and talking have been recognised as vital communication skills. We try to teach the pupils to listen - to stories, to instructions and most importantly, to other people’s views.

Pupils from P3/4 upwards are learning German and all pupils learn French from the early years through the 1+2 initiative from the Scottish Government. This means that pupils can make an informed choice when they move on to Speyside High School and are asked to make a choice of foreign language in their first year.

**Mathematics**

Maths plays an important part in our lives. It is used in everyday activities such as buying food and clothes, keeping time and playing games. Pupils come to school having already experienced maths informally, for example handling objects, doing things in order and enjoying pattern. Some children may have a grasp of number, shape and direction. They may even be able to count, although it is often just a list of words they can recite with little understanding of what the words actually mean.

Once at school the pupils learn about number, money and measurement, shape, position and movement, information handling and problem solving, using Heinemann Active Maths as a basis for study. Practical applications of maths are very important and learning tables is seen as an integral part of this. The ability to mentally calculate quickly and accurately is necessary for everyday life and pupils are encouraged to learn their “tables” carefully and accurately.

Calculators and computers also have their place in maths lessons but they are not a substitute for basic skills in addition, subtraction, multiplication and division. Used creatively, calculators and computers can enhance mathematical learning.

**Sciences/Social Studies**

Pupils will experience science and social subjects. In the Primary School some of these areas are taught as discrete subjects, such as science, while others are taught through interdisciplinary work. For example, an interdisciplinary project about “Ourselves” will not only include language and maths but might involve looking at the town where we live, finding out about life in Victorian times, finding out about the way in which household machines such as toasters and washing machines have changed our lives and collecting information about pupils heights, birthdays or pets in order to create a database of information. These projects include aspects of work from a number of areas of the curriculum.

**Expressive Arts**

This covers the four creative areas of art & design, drama, music and dance. These areas play an important role in the education of all pupils. They encourage the exploration of values, foster imagination and creativity, develop practical skills and promote intellectual development.
Art and Design encourages pupils to develop their capacity to invent, create and interpret images and objects, design and make and then evaluate their work and gain insight into technological processes.

Drama builds on the natural process of using imaginative play to explore order and make sense of the world around us.

Music can enrich the lives of pupils through providing opportunities for music making involving a variety of instruments as well as voices, listening and responding to music of varying kinds and learning musical skills.

Dance - Physical activity is essential to the growth and development of children. Dance offers opportunities for the development of physical and social skills, fitness and a healthy lifestyle. Mortlach pupils have an excellent reputation for their super country dancing skills. Christmas parties include traditional dances such as the Gay Gordon's and the Dashing White Sergeant. These are social skills that they retain to use again when they attend parties at secondary school and family weddings.

Religious and Moral Education
Religious education is concerned with the development of the understanding of religion as a significant area of human experience. It is also an aspect of personal growth enabling the individual to explore questions concerning the meaning of life.

Christianity has shaped the history and traditions of Scotland and continues to exert an influence on national life. Other major religions such as Buddhism, Hinduism, Judaism, Sikhism and Islam are also represented.

It is important that whilst recognising the role of Christianity as the major religion of this country, pupils should also be encouraged to develop understanding and respect for people of other faiths and people who adopt a non-religious stance.

Religious education is often explored through project work, as is moral education. The pupils are encouraged to develop an appreciation of common values such as honesty, liberty, justice, fairness and respect for others.

A whole school Assembly is held once a week, taken in turn by the Head Teacher, School Chaplains and the pupils themselves. Parents are invited to come along to a parent/class assembly once a year. A Nativity Play or performance with a Christmas theme is usually performed in the school hall in December and a whole school Service is held at the end of the summer term. Parents and friends are very welcome to come and join the pupils on these occasions as well. Cycling Proficiency Awards and annual trophies are presented at the Summer Service.

Parents have a right to withdraw their children from Religious Education if they so wish, after consultation with the school.
Technologies
This area involves pupils learning about computers as tools for completing tasks rather than just "games machines". Pupils learn to "log on" to the system using individual user names and passwords. They learn skills in word processing, databases, spreadsheets, email and using the internet. Small groups may use the computer suite supervised by either the class teacher or a classroom assistant. There is also now a full class set of laptops funded by the Parent Council. They also have the opportunity to use construction equipment to make various items. The school uses Lego in the early stages and moves on to K-NEX in the middle & upper stages.

Health and Wellbeing
Good health is important to us all, young and old. We believe that for our pupils to reach their potential they must be healthy, attentive and emotionally secure. In line with the Scottish Government’s commitment to improving the health and well-being of Scotland’s population we are a Health Promoting School. Our aim is for the whole school community to work together to provide our pupils with integrated and positive experiences and structures which promote and protect their health.

This includes:

- Both the formal and informal curriculum
- The provision of appropriate health services
- The involvement of the family and the wider community in efforts to promote health

Mortlach Primary School achieved “commended” status as part of the Health Promoting Schools initiative. Although the accreditation is no longer in place we are doing our utmost to maintain our “commended” status.

Personal & Social Development
This area of the curriculum is a fundamental aspect in the education of the whole child. It is concerned with the development of life skills. All aspects of a child’s experience at home and in school contribute to personal and social development. We hope the children will develop a positive regard for themselves and others and develop the life skills to enable them to participate positively in society.

The school as a community has an influence on the personal and social development of each pupil. By creating a warm, caring, supportive atmosphere in school we try to help everyone involved know that they are valued.

We make a point of celebrating success each week at school assemblies with Head Teacher certificates and we have a Celebrating Success Achievement Wall in school which details individual and group achievements. Pupils are encouraged to tell us about successes and achievements gained out with school so that they can be celebrated eg Tae Kwon Do, Judo, Gymnastics, Football and Musical achievements.
Certificates are also presented to those pupils who have been successful learners, confident individuals, effective contributors and responsible citizens (the 4 capacities). Certificates are displayed of individual pupils who have been recognised as “Pupil of the Week” and those pupils receive a small certificate to take home as a reward for their achievement.

**Do you still teach the whole class together?**
Yes, sometimes, depending on the lesson, although each pupil is working at his or her own level. We recognise that all pupils are different, they begin to walk and talk at different ages, they are interested in different things and they have different experiences at home.

Pupils may be placed into groups for some areas of the curriculum. Each group works at their own pace and pupils work at their own pace within that group. As pupils develop they are expected to become more independent, working on their own more often, researching and learning to work as a member of a group. Formative assessment is an important aspect of the classroom. For example, pupils will have “talking partners” or “elbow partners” - someone with whom they can discuss solutions or ideas about different aspects within the curriculum.

**When I ask my daughter what she has been doing at school, she always says “playing”. Is this right?**
Yes, it probably is! Play is a very important part of primary education, especially in the Early Stages, but it also has a place in Primary Four to Seven. Educational play is not the opposite of work, it is work! The play of young children is a natural way for them to learn. The pupils may think they are playing but the teacher is ensuring that a great deal of valuable learning is taking place by providing appropriate materials and guiding the activity in a structured way.

Play is important because it can:

- Help develop language
- Provide opportunities to practise basic skills
- Help pupils become self confident
- Develop concentration
- Stimulate interest
- Help pupils to learn to work with others.

**I sometimes see children working out in the playground or in the street, what are they doing?**
These are not simply visits for fun, although that is part of learning! We are extending the classroom into our local environment as outdoor learning. There is a great deal the pupils can learn outside the classroom. These visits are planned in detail to motivate the pupils and provide the basis for work in many areas of the curriculum. Some pupils go regularly to the local woods. Some pupils have been involved in planting out the tubs and tyres with a variety of plants and bulbs to enhance the school grounds. Permission slips are sent home at the beginning of the year so that we don’t have to ask you over and over again for permission to take pupils out of school, especially when some visits can be dependent upon the weather. Previous projects have included pupils creating art works, writing stories and poetry being sand blasted onto stones.
with the help of professional artists and a writer. Pupils’ art works and wonderful stones can be seen around Dufftown in Meg’s Widd, the Toon’s Widd and along the Giant’s Chair footpath.

**What can I do to help? How can I get involved?**

Research shows that children are more likely to do well at school if their parents support them. **Parental interest really does make the difference.** Parents can help by encouraging their child to discuss experiences of every kind – television programmes, visits to the supermarket, trip to see relatives, the birds in the garden and so on. Children should be encouraged to wonder why things are as they are and to think about solutions to problems.

All experiences bring learning possibilities. You can point out plants, birds, insects, shapes, colours and many other things. Parents can draw their child’s attention to what is around them, to look in detail and discuss what they see.

You can lay excellent foundations for reading by reading to your children from an early age, perhaps discussing pictures and pointing out some of the words.

Children often love to make up stories and draw pictures and you can help by not only providing the paper and pencils but by talking with them about their efforts and praising and encouraging them. It can be comforting to children to have a parent sitting next to them, listening while they read aloud. A journey by car or bus can be made more interesting by playing games, spotting things beginning with different letters of the alphabet or using car registration numbers for maths or word games. You can play and work with your child on a one-to-one basis.

Regular ‘Tea and a Blether’ sessions as mentioned before are timetabled throughout the year and allow for parents to have an informal chat with their child’s teacher.

Parents are also invited along to attend class Assemblies where pupils present their learning in an interesting way to the rest of the school. If you are able to come along to the Assembly it gives you another opportunity to talk with your children about their learning.

Everything we, the parents and teachers can do to help our children will enable them to take their places as responsible, educated members of our society.

**Where can I find more information?**

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)
Positive Behaviour Policy

In Mortlach we strive to provide a safe, caring and purposeful environment in our school. The school enjoys a positive and welcoming ethos and we seek to enhance this in partnership with the home and the wider community.

It is important to have clear guidelines which demonstrate values, expected behaviour and procedures for those times when children need extra support and guidance in order to exercise appropriate behaviour in school.

Fairness and consistency have been shown to promote positive behaviour.

In Mortlach we aim to ensure that all children, their parents/carers and staff will have a clear understanding of the expected appropriate behaviour which allows pupils to benefit from full and proactive participation in school life. All children will be encouraged to form positive relationships with their peers, teachers and support staff, helping them to develop the necessary skills to become responsible citizens in the wider community.


'Beehaviour Policy'.

Pupils are encouraged to take more responsibility for their actions and parents are informed more quickly if there are concerns arising with a child's behaviour, including the "low level" disruption that causes the interruption of learning for their peer group. Please take the time to read this information and talk to your child/ren about the policy.

A system of ‘Rewards’ and ‘Consequences’ will be used.

Pupils can earn Bee Points. These will be added to pupils' Bee Cards. House Captains will collect completed Bee Cards at the end of the week and collate points:

1 card = 5 house points and a personal certificate
3 cards = 10 house points and a Bronze certificate.
5 cards = 15 house points and a Silver certificate.
7 cards = 20 house points and a Gold certificate.

'Together we work: Together we achieve Together we grow'
Together we work: Together we achieve: Together we grow.

10 cards = 25 house points and a Head Teacher’s Award. Certificates are presented to pupils by the House Captains at assembly. Whole class treat - the whole class can earn marbles. When the jar is full, the class can enjoy their pre-negotiated treat. Pupils will be entered into a weekly class raffle draw if they have had no warnings all week and a termly draw if they have had no warnings all term. Staff will speak to pupils to highlight inappropriate behaviour. We encourage pupils to follow the “Bee Rules”.

Be Safe
Be Kind
Be Polite
Be Helpful
Be Respectful
Be Hardworking

Rewards

😊 A smile and a “Well Done!”
😊 Bee Points
😊 A Bee Certificate
😊 Bronze, Gold and Silver awards
😊 Marbles in the jar and free time
😊 A class raffle ticket weekly draw
😊 Whole school end of term raffle

Consequences

😊 A verbal warning

😊 Five minutes “Time Out” in class (broken rule written out and sent home to be signed).

😊 Ten minutes “Time Out” in another class and a letter sent home. (A third behaviour letter results in a meeting).

😊 Severe Clause - report to Head Teacher.

A leaflet is available from the school office with all this information if you would like a copy.

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

- verbal warnings for persistent misbehaviour

"Together we work: Together we achieve. Together we grow."
- reporting to the Head Teacher
- parents/carers asked to discuss behaviour and agree future conditions
- ultimately, exclusion from school

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

**Mortlach Primary School – Anti-Bullying Policy**

Bullying is defined as “the wilful, conscious desire to regularly hurt or threaten or frighten someone else”. In other words, a bully is someone who deliberately sets out to regularly hurt, threaten or frighten someone else, physically, verbally or mentally.

Teachers and parents can only take action to deal with bullying if they are told about it. Children should be encouraged to tell their parents or members of staff about repeated incidents. Isolated incidents should also be reported but are more likely to be treated as cases of indiscipline when children have simply “fallen out” with each other. Often these situations are reasonably easily resolved through discussion with both/all pupils involved. However, a note may be taken of these incidents in case a pattern is established that leads to bullying.

When bullying is reported teachers will:

1. Try to establish what happened, where, when and how often this has occurred, by listening to both sides of the story.
2. Reassure the victim. Discuss the bully's actions and the reasons for them.
3. Encourage the bully to see the victim's point of view.
4. Appropriate sanctions put in place.
5. If the unacceptable behaviour continues then parents will be invited to discuss the matter with the teachers and other professionals if necessary.

There are positive actions that can be taken in order to prevent bullying:

😊 Teachers can be watchful, observing social relationships between pupils in the class;
😊 Awareness of bullying can be raised through the use of resources such as Circle Time;
😊 Teachers and parents encourage pupils to be civil and polite to each other even if they can’t be friends;
😊 Teachers and parents can encourage children to accept that people may be different and have different opinions from themselves;
😊 Teachers and parents can work together to help children realise that bullying is unacceptable.
Named Person

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 (or Depute Head Teacher in bigger schools) is usually 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.

The GIRFEC approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person’s overall wellbeing to establish how safe, healthy, achieving, nurtured, active, respected, responsible and included (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 or alternatively a letter marked for the attention of your Named Person.

Named persons - Mortlach Primary School – Mrs Veronica Cunningham/Mrs Tracy Gordon.

"Together we work; Together we achieve; Together we grow"
# The Moray Council, Education and Social Care

**Address:** Council Office, High Street, Elgin IV30 1BX  
**Telephone:** 01343 563374  
**Email:** educationandsocialcare@moray.gov.uk  
**Website:** www.moray.gov.uk  
**Hours:** 8.45am - 5.00pm Monday to Friday  

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## APPENDIX A

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## Moray Council A-Z

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<td>Adverse Weather Procedures</td>
<td>0870 054 9999</td>
<td>Local school or <a href="mailto:educationandsocialcare@moray.gov.uk">educationandsocialcare@moray.gov.uk</a></td>
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<td>01980 618244</td>
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<td>01343 563374</td>
<td><a href="mailto:educationandsocialcare@moray.gov.uk">educationandsocialcare@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_53001.html">www.moray.gov.uk/moray_standard/page_53001.html</a></td>
</tr>
<tr>
<td>Free School Meals</td>
<td>01343 563456</td>
<td><a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a></td>
</tr>
<tr>
<td>Grants and Bursaries</td>
<td>01343 563374</td>
<td><a href="mailto:educationandsocialcare@moray.gov.uk">educationandsocialcare@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a></td>
</tr>
<tr>
<td>Home Education</td>
<td>01343 563374</td>
<td><a href="mailto:educationandsocialcare@moray.gov.uk">educationandsocialcare@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_76320.html">www.moray.gov.uk/moray_standard/page_76320.html</a></td>
</tr>
<tr>
<td>Instrumental Instruction</td>
<td>01343 563374</td>
<td><a href="mailto:educationandsocialcare@moray.gov.uk">educationandsocialcare@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a></td>
</tr>
<tr>
<td>Placing Requests</td>
<td>01343 563374</td>
<td><a href="mailto:educationandsocialcare@moray.gov.uk">educationandsocialcare@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a></td>
</tr>
<tr>
<td>Racial Equality</td>
<td>01343 563374</td>
<td><a href="mailto:educationandsocialcare@moray.gov.uk">educationandsocialcare@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a></td>
</tr>
<tr>
<td>School Meals</td>
<td>01343 557086</td>
<td><a href="mailto:schoolmeals@moray.gov.uk">schoolmeals@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_55540.html">www.moray.gov.uk/moray_standard/page_55540.html</a></td>
</tr>
<tr>
<td>School Term and Holiday Dates</td>
<td>01343 563374</td>
<td><a href="mailto:educationandsocialcare@moray.gov.uk">educationandsocialcare@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a></td>
</tr>
<tr>
<td>Transport (For Pupils)</td>
<td>0300 123 4565</td>
<td><a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a></td>
<td><a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a></td>
</tr>
</tbody>
</table>
Vision, Values and Aims

Our aim is to create a learning environment where “together we work, together we achieve, together we grow”.

We ensure that our vision:
“Together we promote well being through curriculum, nurturing and enjoyment;
Together we promote respect through valuing diversity, inclusion and achievement;
Together we promote growth through challenge and opportunity;
Together we promote positive relationships by sharing, caring and tolerance;
Together we promote a united community through being confident, responsible, honest individuals;”

is demonstrated in our values:
### Mortlach Primary School – STRATEGIC IMPROVEMENT PLAN 2018/2019

**School Vision/Values:** As above

1. **School Priority 1: Curriculum**

   - **NIF Priority:**
     1. Closing the attainment gap between the most and least disadvantaged children
     2. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

   - **Moray Priority:**
     1. Raising Attainment Strategy. Coherent curriculum is in place from 3 – 18. Lifelong Learning and Employability

   - **NIF Driver(s):** School Leadership, Teacher Professionalism, School Improvement, Performance Information

   - **Moray Priority:**
     - Raising Attainment Strategy. Coherent curriculum is in place from 3 – 18. Lifelong Learning and Employability

### Actions

<table>
<thead>
<tr>
<th>Actions</th>
<th>Outcomes for learners</th>
<th>Timescales</th>
<th>Responsible</th>
<th>Measures of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic development and review of the curriculum rationale</td>
<td>Clear understanding of the curriculum by all staff, pupils and parents</td>
<td>Aug – Oct</td>
<td>HT + CTs + SfL+Nursery staff</td>
<td>Attainment data</td>
</tr>
<tr>
<td>Review and revise Vision, Values and Aims</td>
<td>Coherent curriculum rationale that is adopted by everyone and has a positive impact on learning and teaching</td>
<td>Oct - Dec</td>
<td>HT + CTs</td>
<td>Staff plan using the Career Education Standards</td>
</tr>
<tr>
<td>Review and Revise Behaviour Policy</td>
<td>Pupils will develop knowledge and skills pertinent to local industries.</td>
<td>Aug – May</td>
<td>HT + CTs</td>
<td>DYW - School has developed industry links that provide opportunities for pupils to develop their skills.</td>
</tr>
<tr>
<td>Continue to embed skills for learning, life and work</td>
<td>Enhanced planning in place, evidence of coherence &amp; progression</td>
<td>Aug - Dec</td>
<td>HT + CTs + SfL</td>
<td>Pupil/staff/HT dialogue to gauge understanding</td>
</tr>
<tr>
<td>Continue to ensure opportunities for DYW are explored and implemented</td>
<td>Improved attainment</td>
<td>Aug - Dec</td>
<td>HT + CTs + SfL</td>
<td>Pupils’ wider achievements are celebrated</td>
</tr>
<tr>
<td>All staff to engage with the Careers Education Standards</td>
<td>Improved understanding of skills</td>
<td>Aug - Dec</td>
<td>ASG partners/HT/CTs HTs +CTs +Nursery staff Teaching staff+pupils+parents +Focus groups</td>
<td>Feedback from parents</td>
</tr>
<tr>
<td>Clear and consistent approach to planning, pace of planning</td>
<td>Curriculum provides flexible learning pathways, which lead to raising attainment for all.</td>
<td>Aug – June</td>
<td>Teaching staff+pupils+parents +Focus groups</td>
<td>Feedback from focus groups</td>
</tr>
<tr>
<td>Review and revise progressions linked to the benchmarks</td>
<td>Learning pathways are based on the</td>
<td>Termly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of planning for IDL opportunities which focus particularly on Numeracy and Maths/Growth Mindset</td>
<td></td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of a whole school coherent Technologies progression pathway</td>
<td></td>
<td>SE/QA Calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of a whole school Health and Wellbeing progression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Pathway
- Continue to plan collegiately to ensure shared expectations
- Opportunities to share Assessment & Moderation during staff curriculum development times and termly with ASG.
- Shared understanding of BtC and BtA (Early Years)
- Culture of self-evaluation is evident - Improved range of self-evaluation procedures – professional dialogue, focus groups, questionnaires etc. feedback provided and actions put in place.

<table>
<thead>
<tr>
<th>Es and Os and curriculum design principles with clear links to the benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils’ skills improve and can be transferred across learning and beyond school.</td>
</tr>
</tbody>
</table>

### Evidence to support reduced bureaucracy/workload of teachers: More focus on professional dialogue and shared planning and moderation across the ASG

### Use of Pupil Equity Fund: Outdoor Learning/ Nurture ensure higher levels of Health and Wellbeing which will impact on attainment. Opportunities to engage with the DYW initiative to ensure pupils are developing skills for Learning, Life and Work and are ‘career ready’.
### School Vision/Values: As above

**School Priority 2:** Raising Attainment in Literacy, Language and Communication: Taking a Developmental Approach to Emerging Literacy  
Raising Attainment in Maths: To develop the quality of learning and teaching in maths specifically through mental maths and problem solving

- **NIF Priority:**  
  - Improvement in attainment, particularly in literacy and numeracy  
  - Closing the attainment gap between the most and least disadvantaged children

- **NIF Driver:**  
  - School Leadership  
  - Teacher Professionalism  
  - Parental Engagement  
  - Assessment of Children’s Progress  
  - School Improvement  
  - Performance Information

- **HGIOS4 QIs:**  
  - 1.2 - Leadership of Learning  
  - 1.3 – Leadership of change  
  - 2.3 – Learning, teaching and assessment  
  - 2.5 – Family learning  
  - 2.7 – Partnerships  
  - 3.2 – Raising attainment and achievement

### Actions

<table>
<thead>
<tr>
<th>Actions</th>
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<th>Timescale</th>
<th>Responsible</th>
<th>Measures of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Attend whole day training for Emerging Literacy</td>
<td>- secure foundational skills which enable pupils to listen, talk, read and write</td>
<td>Term 4 2017/18</td>
<td>P1/2 Teacher/HT</td>
<td>Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress</td>
</tr>
<tr>
<td>- Deliver introductory family learning workshop on Emerging Literacy</td>
<td>- pupils make appropriate progress within and through the Early Level in listening and talking, reading and writing.</td>
<td>Term 1 2018/2019 – August 2018</td>
<td></td>
<td>Evidence of family engagement</td>
</tr>
<tr>
<td>- Complete initial Emerging Literacy assessments with P1 children</td>
<td>- the progress of each learner can be tracked based on robust evidence.</td>
<td>September 2018 – June 2018</td>
<td>P1/2 Teacher</td>
<td>Progress of embedding the approach monitored through the Emerging Literacy Audit Tool and ADKAR evaluation model (Awareness, Desire, Knowledge, Ability and Reinforcement) which take a developmental approach across the Early Level</td>
</tr>
<tr>
<td>- Develop creativity skills through the five key components of:-</td>
<td>- the impact of teachers’ professional learning and collaboration impacts on their practice to ensure better outcomes for pupils.</td>
<td>Ongoing: 2018/2019</td>
<td></td>
<td>Monitoring of learning experiences which take a developmental approach across the Early Level</td>
</tr>
<tr>
<td>1. concepts of print  2. oral language  3. pencil control</td>
<td>- Parents/Carers are able to support pupils learning at home leading to higher attainment and achievement levels.</td>
<td>Ongoing 2018/2019</td>
<td>P1/2 Teacher</td>
<td>Monitoring of adult/child interactions using the Words Up Early Matrix across the Early Level</td>
</tr>
<tr>
<td>4. phonological awareness  5. working memory and executive function</td>
<td></td>
<td>Ongoing 2018/2019</td>
<td></td>
<td>(The key messages for Words Up are in five)</td>
</tr>
<tr>
<td>- Attend 6 Local Networks during 2018/19 session to share approaches to planning of learning, teaching and assessment.</td>
<td></td>
<td>Ongoing 2018/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress</td>
<td></td>
<td>Ongoing 2018/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide children with resources in the environment which support children’s gross and fine motor skills.</td>
<td></td>
<td>Ongoing 2018/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop quality role-play areas which promote open-mindedness and role play, supporting children’s language and communication skills through quality adult/child interaction.</td>
<td></td>
<td>Ongoing 2018/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ongoing universal and targeted support is given to families on the progress children are making and ways, which they can support at home.</td>
<td></td>
<td>Ongoing 2018/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Information to be passed from the Primary 1 teacher (2018/2019) to Primary 2 teacher (2019/2020) on the progress that learners have made within the key skill areas of emerging Literacy</td>
<td></td>
<td>Ongoing 2018/2019</td>
<td>P1/2 Teacher</td>
<td></td>
</tr>
</tbody>
</table>
### Problem Solving/Mental Maths

- Provide more opportunities for learners to observe, explore, investigate, experiment, play, discuss and reflect on numeracy and maths.
- Facilitate opportunities for teachers to engage in professional dialogue about the quality of learning and teaching in problem solving and mental maths.
- At ASG and school level, continue to use SNSA testing data alongside other assessment information, including teacher professional judgement, to assess key strengths and inform next steps in the teaching and learning of mental maths and problem solving.
- Engage in collaborative, ASG moderation and assessment of levels.
- Continue the development of quality assurance approaches to improve learning and teaching in Maths and Numeracy – e.g. L&T observations, peer observations, TLC.
- Support career-long professional learning for staff, to ensure high quality and consistency in practice – e.g. Heinemann Active Maths, Big Maths?
- Review mental maths and maths progression pathways to ensure high quality and consistency of practice and embed links to benchmarks.
- Develop the family learning dimension of numeracy through the production of support materials and facilitated workshops, communication and informal opportunities for Reporting to Parents eg ‘Tea and a Blether’.

- Culture of self-evaluation is evident
- Improved range of self-evaluation procedures – professional dialogue, focus groups, questionnaires etc. feedback provided and actions put in place.

### Transition Information

- Transition information ensures next teacher is well informed and can plan to ensure progression and pace of learning for pupils.
- Learners can apply problem solving strategies more effectively.
- Learners are more able to explain their mathematical thinking and apply skills in a variety of contexts and are more aware of their progress.
- Learners are more able to demonstrate mental agility in appropriate contexts.
- Learners are making appropriate progress across CfE levels.

### Evidence to support reduced bureaucracy/workload of teachers

- More focus on professional dialogue and shared planning and moderation across the ASG.

### Use of Pupil Equity Fund

- Cover to allow teachers to be released – EL Programme/Development of Maths Progressions. Proposed purchase of Big Maths + Training.
<table>
<thead>
<tr>
<th>School Priority 3: Rights Respecting Schools Award – Becoming a Rights Respecting School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NIF Priority:</strong></td>
</tr>
<tr>
<td>Improvement in children and young people’s health and wellbeing</td>
</tr>
</tbody>
</table>

| HGIOS4 QIs: |
| 1.3 – Leadership of change |
| 2.1 Safeguarding and Child Protection |
| 2.5 – Family learning |
| 2.7 – Partnerships |
| 3.1 – Ensuring wellbeing, equality and inclusion. |

| NIF Driver: |
| School Leadership, Parental Engagement, School Improvement. |

| Moray Priority: |
| Moray community planning partnership - Moray 2026 - Ambitious and confident young people |

<table>
<thead>
<tr>
<th>Actions</th>
<th>Outcomes for learners</th>
<th>Timescale</th>
<th>Responsible</th>
<th>Measures of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will use RRSA to underpin its vision for school improvement</td>
<td>Pupils will have clear plan or route to achieving RRSA. Policies will be reviewed to ensure Rights and Responsibilities are reflected. Pupils will know about the UNCRC and its importance in our school. Awareness of values and principles of UNCRC will be raised across the school community. The UNCRC will be embedded in forward plans linking Children’s Rights, Global Citizenship and Social Studies Issues such as behaviour.</td>
<td>Aug - June</td>
<td>HT/CTs</td>
<td>School will show progress towards achieving Bronze Level</td>
</tr>
<tr>
<td>Look at the school’s vision and values statement – review and amend to incorporate children’s rights.</td>
<td></td>
<td>Aug – June</td>
<td>HT/CTs</td>
<td>Reviewed policies will reflect rights and responsibilities.</td>
</tr>
<tr>
<td>Policies and practice are reviewed with reference to the UNCRC. Policies to be reviewed to include reference to rights and responsibilities. Review relevant policies to incorporate UNCRC (e.g. Behaviour, anti-bullying, health policies)</td>
<td></td>
<td>Aug - Oct</td>
<td>HT</td>
<td>Pupils and teachers will be able to make links between health and wellbeing and UNCRC. Staff and pupils can link global citizenship work to rights and responsibilities.</td>
</tr>
<tr>
<td>Staff and pupil questionnaires to elicit views on strengths and areas for development around RRS issues. School promotes the values and principles of the CRC. RRS working group (HT/CTs) to begin work on introducing the UNCRC in school (audit, lessons, assemblies).</td>
<td></td>
<td>Termly</td>
<td>HT/CTs</td>
<td>Progressive plans in place to promote values of UNCRC in assemblies and two curricular areas.</td>
</tr>
<tr>
<td>Planning for Rights Education and Global Citizenship to be incorporated into whole school planning.</td>
<td></td>
<td>November Inservice</td>
<td>HT/CTs</td>
<td>Entry audit shows areas for development re Bronze Award. Exit audit shows</td>
</tr>
<tr>
<td>School uses the UNCRC to improve its work within the school, locally, nationally and in the wider world - Audit our current practice in Global Citizenship. Tie this in with our work with RRS. Staff in-service training on RRS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dialogue with pupil groups (Community Groups, Pupil Council) – describe how their work supports children’s rights locally, nationally and internationally.

‘Right of the Month’ to be introduced at assembly monthly. The RRS Working Group will decide which right will be the focus for that month and will present that right at assembly. Samples of this work will be displayed in our RRS display area. The display area will be visible to all parents and visitors to the school.

The RRS working group will display minutes of meetings in the communal door area. Information about RRS will be sent home and news about our progress with rights will appear on the school blog.

Time given at staff meetings/In-Service to discuss classroom practice as it relates to rights and to discuss rights respecting language and behaviour.

Adults use rights respecting language and model rights respecting behaviour. Training for PSAs/CAs and Parent Volunteers.

Organise Parent Workshop for parents on RRS.

Lessons regularly help pupils learn about rights and responsibilities. Produce a yearly planner showing how Curriculum for Excellence Experiences and Outcomes will be linked to Global Citizenship and to the UNCRC.

Pupils will learn about rights and responsibilities through different curricular subjects (not just PSD/Health, Circle Time.)

Children are involved in taking action (locally and globally) to improve children’s lives at termly Community Groups. The School RRS working group will pass on information about charity events and awareness raising to whole school at Assemblies.

Evidence to support reduced bureaucracy/workload of teachers: More focus on professional dialogue and shared planning and moderation across the ASG

Use of Pupil Equity Fund - Resources required for RRS/Global Citizenship