

Being Our Best



Kindness – Integrity – Courage

Pilmuir Primary School Handbook

Date of Issue: December 2024



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.

Moray Council
Education, Communities & Organisation Development
Tel 01343 563374
www.moray.gov.uk



Notes for Parents and Carers

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 Education & Social Care, or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

Education , Communities & Organisational Development



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<https://blogs.glowscotland.org.uk/my/pilmuirprimaryschool>

Being Our Best



BEING OUR BEST **Kindness Integrity Courage**

December 2024

Welcome to Pilmuir Primary School

Dear Parent/Carer

Welcome to our School Handbook and an insight into our school. We have all been through quite a journey over the past few years and it is fantastic that we are able to welcome visitors to our school so you can see, hear and feel what we are all about!

Our ethos and school values keep children at the heart of all we do and are underpinned by the United Nations Convention on the Rights of the Child (UNCRC) and Getting It Right for Every Child (GIRFEC). As a school we continue to build back the 'in person' relationships with parents and families and recognise the partnership with you in helping our children to Be Their Best.

Our vision of 'Being Our Best' with KINDNESS, INTEGRITY & COURAGE developed from the well-known principles of being 'Ready, Respectful & Safe' (Paul Dix, 2017) and we continue to embed our values across our learning community.

Our school continues to grow and thrive and I invite you to contact the school office to arrange a visit!

I look forward to meeting you and welcoming your child to join our school in the future.

Yours sincerely

A handwritten signature in black ink, appearing to read 'H Thorley'.

Mrs Helen E Thorley
Head Teacher

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Introduction

Head Teacher: Mrs. Helen Thorley
 Acting Depute Head Teacher: Mrs. Kirsty Farris

School Address: Pilmuir Road
 Forres
 IV36 1HD

School Telephone Number: 01309 673034

Email: admin.pilmuirp@moray-edunet.gov.uk

Website: <https://blogs.glowscotland.org.uk/my/pilmuirprimaryschool/> Twitter: <https://twitter.com/PilmuirPrimary>

Pilmuir Primary School opened in 1981 and is located at the west end of Forres.

We have two buildings. The main building is an open plan design, which has room for six class teaching areas, a library and gym hall/canteen. There are two classrooms in the new West Wing building and an additional communal learning space with fully fitted kitchen.

Our school is non-denominational and caters for pupils from Primary 1 to Primary 7. At present, our current school roll is 123.

Our catchment area consists of council housing and private housing.

There are extensive grounds around the school including a car parking area, tarred and grass playing areas, seating areas and a large football pitch/athletic field and an enclosed outdoor class area.

A monthly newsletter is available on line and copies sent via Xpressions and email. You can follow us on Twitter (X) @PilmuirPrimary too.



Staffing List

Teachers for 2025/2026:

P1 Mrs Kirsty Franklin
P2 Mrs Hayley Savage and Mrs Dawn Lyon
P3/4 Miss Cara Presslie
P4/5 Mrs Donna Sinclair
P5/6 Miss Shannon McMinn
P7 Miss Caroline Hambly

McCrone Cover: Mrs Lizzie Young

Support for Learning: Mrs Fiona Bradshaw and Mrs Rachel Edwards

Pupil Support Assistants:

Mrs Carol Harper
Miss Ellen Kinlin
Mrs Kelly Kinlin
Miss Margaret King
Mrs Sharon Liney

Classroom Assistant: Mrs Michelle Fyfe

Playground Supervisor: Miss Margaret King
Lunchtime Auxiliary: Mrs Carol Harper

Support Team

Administrator
Mrs Shona Vincent

Janitor
Mr Andrew Brown

Kitchen Team: Cook – Mr Peter Walker

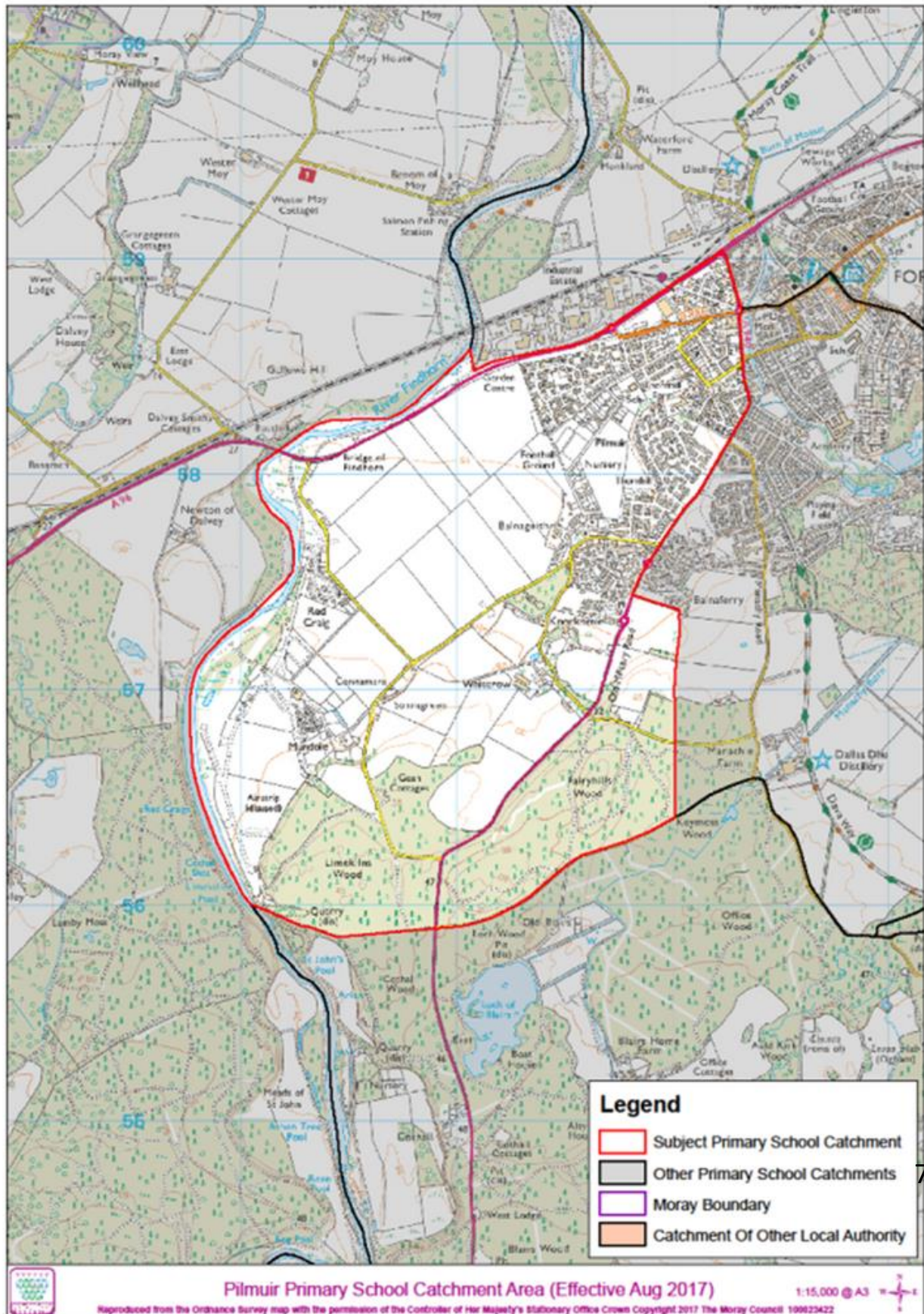
Cleaning Team: Mrs Tricia Goureau & Mrs Jude Taylor

School Catchment Area Map

Being Our Best



Kindness - Integrity - Courage



Our School Day

Classes	Morning	Interval	Lunch	Afternoon	Interval
All classes	9:00am – 12.15pm	10.30 – 10.45	12:15 – 1:00pm	1:00pm – 3.15pm	2.00pm – 2:15pm



Contacting Pilmuir School

Parents/Carers can contact Mrs Vincent in the School Office on 01309 673034 with any enquiries or to advise the school of your child's absence. Mrs Vincent is in the office Monday to Friday 8.30am to 3.30pm, Thursday is 8.30am to 1.15pm. Please note the office is closed from 12pm to 12.45pm each day.

[Parents can contact the school by email admin.pilmuirp@moray-edunet.gov.uk](mailto:admin.pilmuirp@moray-edunet.gov.uk) We also have [the Xpressions app and the Parent Portal](#) which enables you to keep in touch with the school at any time.

Information Line

You can use the school telephone information line to hear about any school announcements (e.g. in the event of severe weather closing the school).

Additionally, you can use the school information line to leave any non-urgent message when the school is not open. Parents can access an information line for the school.

- Dial 0870 054 9999
- Enter school pin: 031410
- You will get confirmation message "Selected Pilmuir Primary School"
- Enter the menu system

Press 1 - severe weather information Press 2 - to leave a non-urgent message (when school not open)

Press 3 - to hear general school information

Press 4 - to enter a different school PIN Press # - to end call

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

Absence

It is vital that you contact the school by **9.00am** to let us know if your child is to be absent or late. Ensuring all children are SAFE is of paramount importance with a duty of care associate with it. Safeguarding processes are followed to ensure all pupils are accounted for.

Contact the school by making telephone/e-mail contact with Mrs Vincent between 8.30-9.15am. School phone lines become very busy, you can email or use ParentsPortal to message school. This can be useful if you know late at night or the early hours in the morning (usually when our children are ill!) to keep school updated. This will prevent unnecessary phone calls to you or preventable safeguarding escalations.

Advise us of the reason for the absence and the likely date of return to school.

If you must collect your child for an appointment, please let us know in advance if you can. We do not allow children out of school to meet parents and insist that parents/carers come to the school office to collect their child. This means that our children are always safe and in the care of an adult.



We check the attendance register daily at the beginning of the morning and afternoon sessions. If your child is found to be absent and we have not been advised by you of their absence, then:

1. We will contact you by telephone/text message to alert you to this. Please respond as soon as possible.
2. If we cannot immediately make contact with you then we will contact the person you have named as your family emergency contact.

If we are unable to account for a child's whereabouts it is escalated to a 'safe and well' check that may be carried out by Police Scotland or colleagues from Social Work.

Should you have concerns about the well-being for your child, for any reason, prior to them leaving for school in the morning, please contact the school personally by telephone or email to alert a member of staff.

If there are arrangements for your child (ren) to stay with an ex-spouse or partner, please keep the school updated with the access arrangements.

Holidays during termtime

Advice from the Scottish Government is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents need to inform the school in writing for the attention of the head teacher of any planned absences.

Text Messaging

Automated text messages may be sent to parents/carers with urgent information about specific school events or closures via our GroupCall system. Parents will receive a message on the Xpressions App, email or text.

Please ensure you keep school updated with correct emails and phone numbers.

Social Media

Pilmuir Primary School website and Twitter pages are designed to celebrate and share the many wonderful things our pupils do. Our pages are also designed to give up to date and "as it happens" information that may be relevant to your child.

Our Social Media pages are not designed for making complaints or negative comments. If you have a complaint or an issue you would like to discuss further, please contact the School Office. We are an active school on social media and there will be times when photos and good news stories of pupils will be shared in the form of a "tweet" via Twitter or uploaded to a post on the school website. Should you expressly wish for your child not to be included on these social media sites, please contact the school office as soon as possible. Otherwise, we will assume that the permission given on the Social Media consent form will stand.

Please be assured that we will be monitoring these sites regularly and that the school will be adhering to The Moray Council use of Social Media policy.



Illness during the school day

Children who become ill at school may need to go home or to a friend or relative. If your child becomes ill in school, you, or the emergency contact named by you, will be contacted as soon as possible.

Contact numbers are very important so we would be grateful if you would inform school as soon as possible of any changes of address or telephone number. If your child is unwell in the morning, please keep him/her at home until he/she is fully recovered, for the benefit of your child and others in the class.



Accident Procedures

The following steps will be taken if your child has an accident at school:

1. In minor cases, first aid is given in school and your child returned to class. In some cases if your child has had an injury, contact may be made through Xpressions and email/text. In the case of a bump & head injury we will always text or phone.
2. If emergency treatment is required, your child will be taken to the Accident and Emergency Department at Dr Gray's Hospital.

As soon as possible you will be contacted by telephone to allow you to be present with your child. On enrolment, parents are asked to give consent to their child receiving treatment at the Accident and Emergency Department at Dr Gray's Hospital.

Medicines

A copy of the 'Supporting Pupils with Medical Needs in Schools including The Administration of Medicines' guidance document is available at the school.



In line with the policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner.

Painkillers such as aspirin and paracetamol fall into this category, and will not be administered on pupil request.

Extreme Weather Arrangements

It is the parents/carers responsibility to decide whether to put their child to school on days of severe adverse weather.

If pupils are already in school and conditions become severe, pupils may be sent home early. School will contact parents/carers by email, by an automated text message, telephone contact or should they not be available, contact will be made through the emergency contact. Parents are required to ensure the school has a current home/work/mobile and emergency contact number at all times. This is especially important for pupils using school transport, as oftenthes are the only pupils who have to go home early.

Children should attend school as close to the start of the day as possible. We ask that children are not sent earlier than is necessary (8.50am enables a staff member to be on the playground). This will enable staff to quickly get classes inside at 9am.

Throughout winter we hope that the school will remain open, in spite of the weather; however there may be times that we have to close. If severe weather is expected and there is a chance that the school may have to close, please endeavour to undertake one of these three options:

- 1 . Listen to Moray Firth Radio which has regularly updated information – 97.4FM.
- 2 . Use the Schools Information Line. Key in the school's PIN (031410). Please be aware thatcalls to this number will be charged a 2p per minute service charge plus your call provider's access charge. This will take you to the Pilmuir mailbox where you will enter a menu system. Dial 1 to hear information about severe weather affecting the school day.
- 3 . Use the Schools Closure Information Portal www.moray.gov.uk You will find this under the heading Ready for Winter and then click View School Closures
- 4 . Xpressions App

BBC Radio Scotland will pick up the closure notice. A post will also be made on Twitter @theMoray Council and on Groupcall.

Learning will be available online using Google Classroom through your child's Glow account.



Concerns and Complaints

All concerns and complaints are treated seriously and confidentially. Parents and carers who are concerned about their child are encouraged to contact the school to discuss the matter.

If you wish to complain about a situation in the School, you are advised to discuss the matter with the Head Teacher. This contact may address the concern satisfactorily.

All complaints will be acknowledged within five working days. On the rare occasion where a parent/carer may wish to take the matter further, a formal complaint should be made in writing to Education, Communities & Organisational Development, Moray Council, High Street, Elgin, IV30 1BX or emailed to: complaints@moray.gov.uk Please do not email individuals or Head's of Departments as this is likely to cause a delay in your complaint being dealt with.



Enrolments and Transitions

Starting P1

A child will normally start Primary 1 in August if his/her fifth birthday falls between 1st March that year and 28th February the following year. If the child's fifth birthday falls between the day after the school term starts and 28th February the following year, a parent may wish to delay starting Primary 1 until the following August when the child will be 5½ years old.

This is known as "deferring entry". All parents requesting a deferred entry must discuss this with their current pre-school centre and their possible primary school.

Registration for Primary One pupils takes place in January. Adverts are placed in the local press, School and Local Authority Facebook and Twitter pages and posters displayed within the local neighbourhood inviting parents to register their child for Primary 1 on the Moray Council admissions and enrolment page.

If you are unable to register at this time, please contact your local primary school as soon as possible. Currently all registrations are online but if you have any questions for us at Pilmuir then please do not hesitate to get in touch via the school office.

At the same time as registering, parents can get information about making a request for a place in another school of their choice (a "Placing Request").

Pilmuir Primary has a Transition Programme for pupils moving from Pre-school/home into Primary 1.

The programme includes a number of planned visits for new pupils into Primary 1 classes; information evenings for parents; visits by staff to pre-school centres; and visits from staff at pre-school centres to our Primary 1 classes.

It is important for the school to build relationships prior to starting Primary 1 to ensure that the pupils' transition from pre-school to primary school is as smooth as possible. There is enhanced transition opportunities for pupils with additional support needs.

New pupils

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Pilmuir Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You may be shown around the school building so that you are familiar with the layout. You will have the opportunity to meet some of the staff. This may take place at the end of a schoolday, once the children have left.

It is helpful if records and work for previous schools are available for your new teacher so that we can try to ensure that continuity of learning takes place.



Moving onto Secondary Education

At the end of Primary 7, pupils move onto their secondary education. Most pupils move onto Forres Academy. There is an extensive programme for transition into secondary school. These include pupils taking part in curricular themes linking with various secondary departments and visits from secondary school staff.

There are also a series of information meetings for parents and pupil induction days at the secondary schools so that pupils become familiar with the school environment, staff and other pupils. There are also enhanced transition opportunities scheduled for pupils who have additional needs which need to be supported. Forres Academy advise local primary schools of transition programmes.



Pilmuir Primary School forms part of the Forres Academy "Associated School Group" (ASG) along with Alves Primary, Anderson's Primary, Applegrove Primary, Dallas Primary, Dyke Primary, Logie Primary, Kinloss Primary and Forres Academy School itself.

The delineated Secondary School is:

Forres Academy
 Burdsyard Road
 Forres
 IV36 1FG
 Tel. 01309 672271

email: admin.forresacad@moray-edunet.gov.uk

Website:

<https://blogs.glowscotland.org.uk/my/forresacademy/>

Head Teacher: Mrs Jan Sinclair

Opportunities for Parental Involvement

Parents/carers and school staff share the responsibility for providing the best education for each pupil. To try and achieve this aim, the staff at Pilmuir Primary operate an open-door policy so that the opportunity is available for parents/carers to discuss any worries they may have. A good home/school partnership will improve your child's development and progress.

Newsletters are issued from school at regular intervals to keep parents informed and updated on current issues and events. The newsletter is accessible via the school website.

To fully involve parents/carers in their child's education the school draws up a programme of opportunities to report to parents across the school year. This includes:

Parental Information Evenings

Parent/pupil appointments Pupil

Profile Reports

Opportunities to hear parental views through consultations

Opportunities to celebrate achievements through Contexts for Learning, Concerts and assemblies etc.

Newsletters

School social media (website & Twitter)

Support Plans/IEPs where appropriate

Parental Open Afternoons

Parental Feedback

The emphasis of reporting to parents and carers is to highlight and recognise pupil achievements and identify next steps in learning.

Parents and volunteer are welcome helpers around the school and in classes. This fosters the home and school link and broadens the curriculum. Volunteers will be required to have a PVG disclosure. Please contact the school for the latest guidance and to let us know you are available to help.

Parents, teachers and friends of the school share their interests and expertise with children in a variety of extra-curricular activities. The programme for these is organised at the start of each session and depends on the availability of support. We get support from the Active School team where parents/carers can join training sessions to support the delivery of activities.



Parent Council

Pilmuir Primary has an established Parent Council, which represents the parents of children at school (Parent Forum) and the community. Their main role is to support the work of the school, promote contact between the school, parents and the community, fundraising and report annually to the Parent Forum. The Parent Council meets at least once per term and interested parent members are welcome. Following the Scottish Schools (Parental Involvement) Act of 2006, all Parents/Carers are members of the 'Parent Forum' and are expected to be involved appropriately.

Friends of Pilmuir

Chair: Ms Sarah Berntsen

Secretary: Mrs Clare Turnbull

Treasurer: Ms Louise Cargill

Please email friendsofpilmuirprimary@gmail.com we need you to help our school Be Our Best!

Parent Consultations

At Pilmuir Primary, we value the opinions of our parents and members of the community. We will consult with all or samples of parents/carers each session before making important changes and putting new policies in place.

Parent consultations will happen throughout the year. These may be through virtual means such as email or phonecall.

Linking the Learning

Home learning helps to develop positive attitudes and independence. It reinforces learning already taught in class and provides information to parents, thus giving an opportunity for home/school dialogue. The Home Learning Policy is being reviewed and updated this session. Pupil and parental feedback will play a big part in the development of this policy.

Each class uses Google Classroom to post learning opportunities. This will give an insight into what is happening in classes and suggested activities to try at home. Children use their Glow login details to access their Google classroom. We have been developing strategies to share passwords and user names to comply with GPDR. Please get in touch if you need support to Log in.

Information for Parents/Carers

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. The "Information for Parents and Carers" leaflet is available in other languages. A "Notes for Parents and Carers" booklet in pdf form is also available. Please see Appendix A at the rear of this handbook for information on links to The Moray Council's internet site web pages.

School Improvement Plan

Full details can be found in our 'School Improvement Plan'. Each school must produce an annual School Improvement Plan detailing the improvement objectives and actions for that session. At Pilmuir, we aim to improve educational experiences for all of our pupils.

Our main areas we are developing this session.

Priority 1: Curriculum: following a refresh of our curriculum, embedding our curriculum map and rationale across our school community to meet the educational needs of the children at Pilmuir Primary School.

Priority 2: Learning, Teaching & Assessment – raising attainment: embed training and resources to support high quality delivery of learning, teaching and assessment for all children at Pilmuir Primary School.

Priority 3: Supporting All Learners – readiness to learn: maintain high levels of planning to support children's readiness to learn. Identifying barriers and ensuring effective planning and supports are put in place.



Positive Relationships

In school we are continuing to develop our Positive Relationships Policy. The voice of the child is essential in understanding their needs and ensuring their wellbeing is safeguarded, supported and promoted. Fostering strong relationships between staff and children is essential to this practice. Inline with the Scottish Government's action plan to incorporate the UNCRC (United Nations Convention on the Rights of the Child) we aspire to take account of children's rights where all children have a voice.

At Pilmuir our vision is 'Being our Best' and we can do this through our values of KINDNESS, INTEGRITY and COURAGE.

Pilmuir Points – Pupils earn Pilmuir Points for their Houses. These are Brodie, Cawdor, Darnaway and Duffus. At sports days the pupils represent their House.

Pupils collect these points in their Pilmuir Points Cards for being Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. These are known as the four capacities that we aspire for all our young people to become.

At Pilmuir classes can receive pom poms for their class jar when showing skills such as teamwork, creativity, communication, thinking, interpersonal and leadership. When the jar is full pupils in that class get to choose a class treat such as a movie afternoon or trip to Grant Park.

Points/pompoms are awarded aligned to the values and four capacities. Staff are regularly reminded to ensure that awarding points/pompoms are equitable and usually where children go beyond the norm or sustains consistently over a period of time, receive a point. The Head Teacher has the privilege to double points or pompoms when visitors to our school for exceptional standards.

We are a values led school and work in partnership with families and other agencies to ensure the educational experience at Pilmuir is positive. Restorative approaches and supportive planning are key to avoid sanctions that may include exclusion. Incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education and the Police may also be involved.



Anti- Bullying Policy

Moray Council's 'STOP Bullying Anti-Bullying Guidance is followed at Pilmuir Primary School

Definition of bullying

The UNCRC applies to everyone, whatever their race, religion, abilities, views or family background.

"Bullying is both behaviour and impact.

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

– Respect for All, 2017

What is Bullying behaviour?

Bullying behaviours are and can affect people physically and mentally, and can be persistent over time or a one off incident. Bullying behaviour is a breach of children's rights and may occur in a variety of contexts. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership
- race
- sex
- religion and belief
- sexual orientation

Strategies to Combat Bullying

We aim to include the following in our curriculum:

- Befriending
- Circle of Friends
- Support Groups
- Mediation by Adults
- Mediation by Peers
- Restorative Practice

Leaflets and fuller information on Bullying, Disability Discrimination and Race Relations is available from The Moray Council by telephoning the respective number, emailing or accessing the web page on the council website. (See Appendix F for these contact details.)

The aim of our anti-bullying policy is to ensure that everyone can learn in a supportive, caring and safe environment without fear of being bullied.

Bullying in any form, by anyone, will not be accepted at Pilmuir Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in supporting all parties affected in a solution oriented way. If school need additional supports we can work with other agencies to bring about supportive child centred action plans using our Child Planning process.

School keeps a written record of all reported bullying incidents.

Leaflets and fuller information on Bullying, Disability Discrimination and Race Relations are available from The Moray Council by telephoning the respective number, emailing or accessing the web page on the council website. (See Appendix A for these contact details.)

Curriculum for Excellence

Curriculum for Excellence; a curriculum for 3-18 years old, is designed to provide our pupils with the knowledge, skills and attributes they need for learning, life and work in an ever-changing world.

You can access further information about the curriculum and supporting your child on www.LTScotland.org.uk/Parentzone



“Curriculum for Excellence places a focus on learning which encompasses
The ethos and life of the school
Curriculum areas and subjects
Interdisciplinary learning
Opportunities for personal achievement”

(Building the Curriculum 3, June 2008)

Its purpose is often summed up as helping children and young people to become:

Successful learners

Confident individuals

Responsible citizens

Effective contributors.

These are referred to as the four capacities.

Curriculum for Excellence is not a 'one size fits all' curriculum. It provides greater personalisation and choice to make learning relevant. Professionals are encouraged to teach creatively; to work together across the school and with other schools; to share good ideas; to explore learning together. Curriculum Levels describe the progression in learning and development of children and young people from age 3- 18 years. In brief, these are:

Explanation of Levels	
Early	The pre-school years and Primary 1, or later for some.
First	To the end of P4, but earlier for some.
Second	To the end of P7, but earlier for some.
Third and Fourth	S1 to S3, but earlier for some.
Senior Phase	S4 to S6 and college or other means of study.

Experiences and Outcomes (Es & Os)

Experience - describes the learning activity taking place.

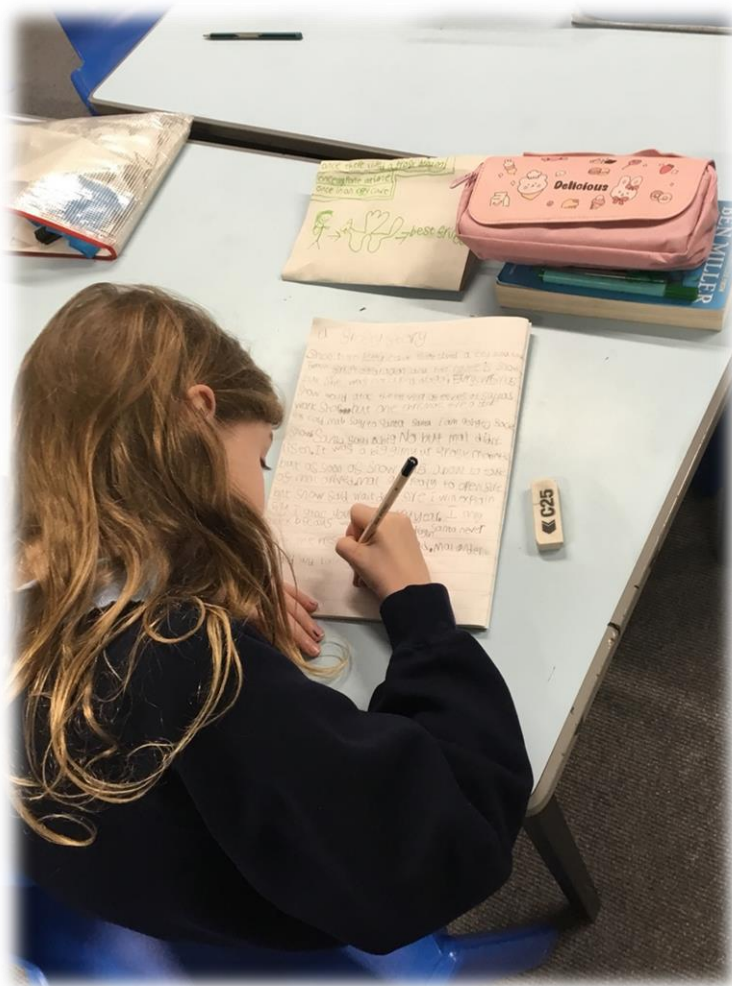
Outcome - describes what the learning will achieve. (e.g. knowledge, understanding, skills, awareness and attitudes).

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas.

Key Areas of Education

Literacy across learning,
Numeracy across learning and
Health and Wellbeing across learning

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge in addition to developing skills and understanding.



Curriculum Design Principles



Our curriculum is designed around the 7 Design Principles of Curriculum for Excellence:

Challenge and Enjoyment – Pupils should find their learning challenging, engaging and motivating.

Breadth – Pupils should have opportunities for a broad, suitably weighted range of experiences.

Progression – Pupils should experience continuous progression in their learning from 3 to 18.

Depth – There should be opportunities for pupils to develop their full capacity for different types of thinking and learning.

Personalisation and Choice – The curriculum should respond to individual needs and support particular aptitudes and talents.

Coherence – There should be clear links between the different aspects of pupils' learning, including opportunities for activities which draw different strands of learning together.

Relevance – Pupils should understand the purposes and the value of what they are learning and its relevance to their lives, present and future.

Experiences and Outcomes (Es & Os)

Experience - describes the learning activity taking place.

Outcome - describes what the learning will achieve. (e.g. knowledge, understanding, skills, awareness and attitudes).

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas.

Curriculum Areas

The curriculum areas are:

Expressive Arts
 Language and Literacy
 Health and Wellbeing
 Mathematics and Numeracy
 Religious and Moral Education
 Sciences
 Social Studies
 Technologies



Expressive Arts

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally. Expressive Arts provides our pupils with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas:

- Art and Design
- Dance
- Drama
- Music

Instrumental instruction in chanter, violin, cello, brass and woodwind instruments is available for pupils. There is currently no charge for these lessons. Our Primary 5 children currently learn ukulele.

Literacy

The development of literacy skills plays an important role in all areas of learning. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. The literacy experiences and outcomes promote the development in listening and talking, reading, writing and the personal, interpersonal and team- working skills which are so important in life and in the world of work.

Reading

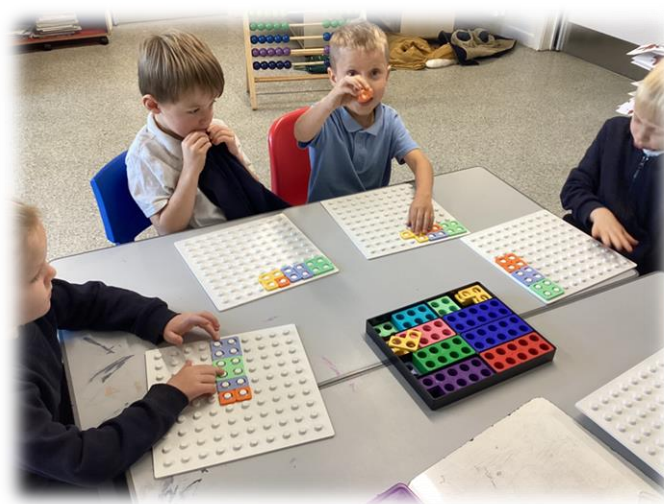
Reading activities focus not only on the mechanics of reading but also on the understanding (comprehension) of the text/story. A great emphasis is put on reading for enjoyment and classes are provided with regular opportunities for this.

Writing

We encourage children to write regularly and in a variety of contexts and genres using the Talk 4 Writing approach where children imitate, innovate and invent texts. They are taught a range of strategies enabling them to write effectively, include information and showcase their technical writing skills such as spelling, punctuation, grammar and presentation.

Listening and Talking

Activities are planned which will encourage children to listen and talk individually or in groups for a variety of purposes and to respond to what they have heard. This is done through day-to-day activities and during play, drama or debates,



Modern Languages

Today's children are growing up in a multi- lingual world and the ability to communicate effectively is crucial if they are to play their full part as global citizens. The Scottish Government's policy is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards.

Currently our pupils are supported by class teachers to build confidence in language learning through French & German.

This session we have included British Sign Language as part of our language provision. In Term 4 classes can choose to revisit French, German or BSL. We also have a number of other languages in our school and this choice can open opportunity to learn about our pupils' cultures and languages.



Health and Wellbeing

Learning in Health and Wellbeing ensures that our pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for their mental, emotional, social and physical wellbeing now and in the future.

The experiences and outcomes followed by the pupils in Health and Wellbeing are:

Mental, emotional, social and physical wellbeing

Planning for choices and changes

Physical education, physical activity and sport

Food and health

Substance misuse

Relationships, sexual health and parenthood.

Parents/carers are informed when sensitive areas, such as Relationships, Sexual Health and Parenthood are being studied and parents/carers can contact school to discuss any concerns.

Mathematics and Numeracy

In the teaching of Mathematics, a strong emphasis is placed on active approaches to learning and the development of understanding in Mathematics, as well as skills in applying processes.

The mathematics framework, within Curriculum for Excellence is organised into 3 parts:

Number, money and measure

Shape, position and movement

Information Handling

Through Mathematics, pupils are able to model real life situations and make connections. It equips them with the skills needed to interpret and analyse information, simplify and solve problems and make informed decisions.

Numeracy is a skill for life, learning and work. Having well-developed Numeracy skills allows our pupils to be more confident in social situations and enhances enjoyment in a large number of leisure activities.



Religious and Moral Education

Through learning in Religious and Moral Education, pupils will develop an understanding of Christianity and have an opportunity to explore the world's major religions. Pupils will also have a chance to consider a range of faiths and views, whatever their own situation and local context.

Pupils are encouraged to develop respect for others and an understanding of beliefs and practices which are different from their own and develop and reflect upon their own moral values.

Sciences

As a society, Science has played a significant role in our past and will indeed in our future. Science education at Pilmuir aims to equip learners with the skills they need to succeed and flourish in this new world of scientific opportunity.

Through learning in the Sciences, children develop their interest in, and understanding of the living, material and physical world using the clearly identified organisers of:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science

Social Subjects

Pupils develop their understanding of the world by learning about other people and their values in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. The social studies experiences and outcomes are studied under three main areas:

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

Within social studies, opportunities are planned for pupils to become involved in their local community and the wider world to support them in considering and developing their roles as active and informed citizens.

Technologies

The technologies curriculum area provides scope for developing technological skills, knowledge and understanding and develops skills for learning, life and work.

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens.

The technologies framework is organised through:

Digital Literacy

Food and Textile Technology

Technological Developments in Society and Business

Craft, Design, Engineering and Graphics

Computing Science.



All of our classrooms have wireless access and an interactive panel. All pupils have access to computers, iPad, an e-mail address, protected internet access and a range of software including Google Classroom.

PUPIL USE OF INTERNET AND EMAIL

Moray school networks logins are provided for pupils to do school-related work, including research and communication with others. For Internet access, parental permission is required.

Interdisciplinary Learning

Interdisciplinary Learning is a planned approach to learning which links different curricular areas to enhance learning. It provides opportunities to deepen learning by revisiting a skill through a different context thus making learning more meaningful and relevant.



Learning and Teaching

Effective learning requires a variety of learning and teaching approaches. In Pilmuir Primary the following approaches are used:

- ◆ Active learning which provides opportunities to observe, explore, experiment and play
- ◆ Use of relevant contexts and experiences familiar to children and young people
- ◆ Appropriate and effective use of technology
- ◆ Both group and individual learning
- ◆ Crosscurricular learning experiences
- ◆ Learning outdoors, field trips, visits and input by external contributors.
- ◆ Play pedagogy

Play

Education is about setting our children up for life in the 21st century. Play, meanwhile, is how we naturally make sense of the world and adapt to new situations.

Playful Pedagogy puts play experiences as central to learning, giving pupils the flexibility to find their own solutions to both new and existing problems. It engages children in personally meaningful activities, learning about themselves and others, and encourages autonomy and motivation.

Children across the school are provided with daily opportunities to develop skills through play and reinforce previous learning, allowing them to transfer new skills /knowledge into new areas of learning.

Through Play, children are encouraged to develop the vital skills of:

- ◆ Communication
- ◆ Creativity
- ◆ Employability
- ◆ Interpersonal
- ◆ Leadership
- ◆ Self-Management
- ◆ Teamwork
- ◆ Thinking



Along with daily opportunities for play, children come together on a Friday for 'Fun 31', showing our commitment to a child's right to play. The UNCRC (Incorporation) (Scotland) Bill was passed in March 2021. General Comment No.17 of the UNCRC states that: "Play is any behaviour, activity or process initiated, controlled and structured by children themselves. Play happens whenever and wherever there is an opportunity to play. The key characteristics of play are fun, uncertainty, challenge, flexibility and non-productivity. These factors contribute to the enjoyment of playing and the incentive to continue playing"

Active Learning

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring events and life experiences
- focused learning and teaching

All active learning is supported when necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through an active approach. At Pilmuir, children are provided with daily opportunities for active learning in order to engage and support learners.



Assessment, Achievement and Attainment

Assessment is an integral part of learning and teaching, helping to provide a picture of a young person's progress. Assessment is crucial to tracking progress and planning next steps to enable quality learning to take place.

Formative Assessment

Assessment for Learning is about ensuring that assessment is an integral part of day-to-day learning and teaching. Pupils learn best when:

They understand clearly what they are trying to learn, and what is expected of them. They are given feedback about the quality of their work and what they can do to make it better.

They are given advice about how to go about making improvements

They are fully involved in deciding what needs to be done next and who can give them help if they need it.

Pupils are greatly involved in this process so that they can take ownership of learning progression through:

Self-assessment - what has been successful and what needs improvement

Peer assessment - help others appreciate what is good about their work and what needs developing

Summative Assessment

At key points of the year and at certain stages children undergo summative assessments to enable us to compare how the children perform with the judgements of the staff.

NSA Tests (National Standardised Assessments), are a government programme of National Assessments which all pupils take in P1, P4 and P7.

Reporting to Parents

Parents are kept well informed about their children's learning and progress through a variety of ways. These include parental information evenings, Sways, newsletters, showcasing context for learning events, Parent/Carer Open Afternoons, Google Classrooms and Health and Wellbeing events.

Currently reports go home to parents/carers, followed up with parent/carers appointments. This year we are continuing a focus child approach to reporting where Sways with photos and comments are sent home to parents/carers in terms 2,3 and 4. Term 1 is a settling in term and parents are invited into the classroom to meet and greet the teacher in an informal way to discuss how children are settling back to learning. This is usually in early September.

School staff may also get in touch with parents/carers to discuss any learning, personal or behaviour matter as these arise.

Celebrating Personal Achievements

The school provides a positive culture which recognises and celebrates personal success and the achievements of all children. Please let us know of achievements out of school and we will celebrate these at assembly.



Educational Visits

Pupil experiences are enriched by an extensive programme of visitors and visits in the local area to enhance the curriculum planned for by their teachers.

Safety is an important priority when arranging these visits and the pupil/adult ratio is always adhered to following Moray Council's Evolve system.

We also have a number of partners who work with us regularly such as OutfitMoray, EarthTime and Wild Things to support delivery of our curriculum.

Additional Support for Learning

To help each child develop their full potential, additional support is provided for identified pupils. Children's progress is regularly assessed and the needs of all pupils monitored.

A Support Plan (Learner Profile and Strategies, LPS) or Individual Educational Programme (IEP) may be drawn up to meet the needs of pupils. This could be to give specific support in learning, social, emotional or behavioural issues or with a particular strength in a curricular area. Parents and pupils are asked to contribute to the plan. The implementation of an IEP or Support Plan is a shared responsibility.

Positive Behaviour Support Plans (previously referred to as Crisis Intervention Support Plans – CRISPS) build upon the strategies in an LPS but where additional considerations may be needed.

A Co-ordinated Support Plan (CSP) may be opened for a few pupils who require significant planned intervention.

The Educational Psychologist and other services such as Health and Social Work may be involved in planning and supporting pupils.

Pupil Support Assistants may be timetabled to work in class to support pupils who have additional support needs.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. More information can be found on The Moray Council's website regarding this and the council's provision for additional support needs in Moray. There are also internet links to other potentially useful organisations via Moray Council's website. Please refer to Appendix A for how to access this.

Parents who have concerns about their child's progress should make an appointment to discuss the matter with us.

Parents can also access more information through 'Enquire' – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone helpline: 0345 123 2303

Email enquiry service: info@enquire.org.uk

Advice and information is also available at: <http://www.enquire.org.uk>

A range of clear and easy to read guide and fact sheets including: The parents' guide to additional support for learning.

Getting it Right for Every Child (GIRFEC)

Getting it Right for Every Child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help.

GIRFEC is a way for families to work in partnership with people who can support them, such as teachers, doctors and Nurses.



As part of the national Getting it right for every child (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person to help them get the support they need. In primary schools the Head Teacher is 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. 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.

Child Protection

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

(United Nations Conventions on the Rights of the Child)

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

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Criminal Exploitation
- Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Harmful Sexual Behaviours
- Radicalisation
- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Child Placing Self at Risk

Where school staff have concerns about a pupil, which suggests the possibility of abuse, these concerns will be passed on immediately to the designated Child Protection Co-ordinator in school, who will then discuss the concerns with a member of the Social Work Team. In these circumstances, parents will not normally be consulted first.

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021\)](#).

Nurture Approaches

The six key principles of the Nurture Approach are consistent, a safe and home like environment which strives to develop children's social skills, resilience, confidence, self-esteem and breaks down barriers to help them learn.

Interventions offer a predictable structure for the children who help them to develop their trust and confidence. Through a variety of activities, teamwork, social skills, independence and leadership is encouraged as well as development of pupil's emotional literacy.

Playground Supervision

Playground supervisors are on duty outside both at morning/afternoon interval and lunchtime. Children can freely choose their playtime activities or take part in games organised by our Pupil Support Assistants and Playground Supervisors.

Senior pupils may take in leadership activities and lead some games/activities alongside our support staff.

Medical and Other Professional Services

If a child has a medical condition which may affect his/her performance at school, parents/carers should inform the Head Teacher.

The School Health service is responsible for the examination of new Primary 1 pupils and parents are invited to attend. The Influenza Nasal vaccination is administered to all pupils from Primary 1 – 7 should parents consent.

Vision testing of children is carried out at two-year intervals. Hearing is screened by the Audiologist. (Children found to have difficulties in vision or hearing will be referred to their own doctor for treatment if appropriate.)

In addition, individual children may be examined at the request of the teacher, parent or Educational Psychologist.

The Health Service also provides for dental examination and treatment. All pupils are examined twice per year. In order to reduce tooth decay, the school encourages a 'no sweets' policy, with emphasis on healthy choices at morning interval. If a pupil has a medical or dental appointment within school hours, please collect them from the school office.

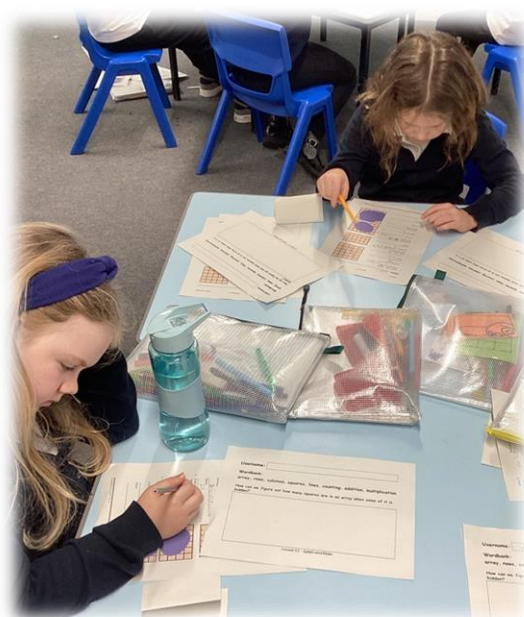
School Uniform

We try to have a zero cost school uniform. We have a pre-loved rail in our reception area. Uniform does not require a logo but if you wish to order, school uniform can be ordered at any time using the following website www.sptuniforms.co.uk

We also have a supply of pre-loved school sweatshirts in a variety of sizes available from the office.

Dress Code

Please do not send your child to school in jeans, denim clothing or 'designer' clothing. Trousers and skirts should be grey or black. Shoes should be as flat and practical as possible. Dark blue/navy jumper with or without school logo, white t-shirt, shirt or polo shirt, grey/black bottoms help promote a sense of belonging to our school. Children wearing other items will be offered items from our school rail/stock. We carry out learning in many environments that may not be conducive to high value/branded items. Please contact the school office if you have difficulties with accessing school uniform to find ways we can support you in accessing uniform items. Hoodies are not part of children's uniform



Physical Education Kit

Children should come dressed for PE on the days they have PE timetabled, pupils should wear a t-shirt, shorts/joggers/leggings and gym shoes. In the interest of safety, children are not permitted to wear ear-rings for P.E. and long hair must be tied back. Football strips are not permitted for P.E. and alternative will be offered in school.

Art/Craft clothing

An overall or old shirt for protecting clothing during Art/Craft lessons is a desirable addition to school wear.

School Meals

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. To find out more, please visit the link http://www.moray.gov.uk/moray_standard/page_55519.html to find out more about the amazing provision.

For lunch, children have a choice of a two course meal each day. There are three choices each day and they are labelled yellow, orange and green to match the band children are given so they get the right meal. Meals are freshly prepared in the school kitchen.

We now run a cashless catering service whereby there are no more dinner tickets issued. You can pay for school lunches online. The price of a school lunch is £2.40. Your child will be given a unique code to allow you to access the online system.

Facilities are provided in the dining hall for pupils having packed lunches. Please ensure your child's lunchbox is labelled with their name. Due to allergies within the school community it should contain no nuts or nut products. There should also be no fizzy juice.

If your child has special dietary requirement, please make the Head Teacher aware. If needed, a meeting can be arranged with Catering Services.

P1-P5 Free School Meals

All Primary 1 – 5 pupils receive a healthy free school meal, irrespective of parental income. Parents are not obliged to take up this offer. **It would be helpful if you are entitled to Free School Meals to complete the on-line form via the link found in Appendix A.**



Free School Meals/Clothing Grants

If you think your household income may mean your child is eligible for free school lunches, please refer to Appendix A to access information and a claim form from Moray Council.

Travelling to and from School

By Bus / Taxi: Primary pupils who live more than two miles from their school will be provided with free transport if they attend their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to two miles as appropriate. Application forms for bus passes are obtainable from the School Administrator. Bus drivers are instructed to drop children on their own side of the road.

By Public Transport: If you wish to take public transport to school and are unsure of the timetable, you can make contact with Stagecoach by telephone 01343540928 or by accessing their website www.stagecoachbus.com.

By Car: Children travelling to school and transported by car should be dropped off at the 'drop off' point in front of the school. For safety reasons, parents are requested not to block the school entrance or park in the 'drop off point' and to refrain from parking in the car park. The carpark is not for use by parents. It is for the use of staff, deliveries and Blue Badge holders of those attending school for school business.

By Bicycle/Scooter: It is at the parents' discretion whether they allow their children to cycle/scoot to and from school. Once inside the premises, they should not ride their bikes/scooters. The school has bicycle/scooter racks which are used at the owner's discretion and no liability can be accepted if any bike is damaged. Pupils should wear a cycling helmet for safety.

By Foot: Parents are welcome to accompany their children to school and to meet them at the end of the day. Parents are asked to wait at the walls. Staff will be out to support children at the start and end of the day.



Data Protection Act

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018.

The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for 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



School Term Dates

School Term Dates for future sessions are available on the internet at The Moray Council School Term and Holiday Dates webpage at:

http://www.moray.gov.uk/moray_standard/page_55829.html

School Calendar: 2025-2026

Autumn

In-service closure: Monday 18 August

In-service closure: Tuesday 19 August 2025

Term starts: Wednesday 20 August 2025

Term Ends: Friday 10 October 2025

Autumn holiday: Monday 13 October - Friday 24 October 2025

Winter

Term starts: Monday 27 October 2025

In-service closure: Monday 10 November 2025

In-service closure: Tuesday 11 November 2025

Term ends: Friday 19 December 2025

Christmas holiday: Monday 22 December - Friday 2 January 2026

Spring

Term Starts: Monday 5 January 2026

In-service closure: Thursday 12 February 2026

Mid-term holiday: Friday 13 February and Monday 16 February 2026

Term Ends: Friday 27 March 2026

Spring holiday: Monday 30 March – Friday 10 April 2026

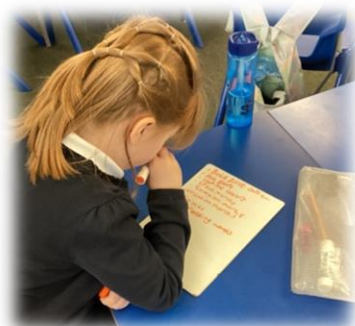
Summer

Term starts: Monday 13 April 2026

May Day holiday: Monday 4 May 2026

Term ends: Thursday 2 July 2026

Plus one occasional day holiday



Being Our Best



Kindness – Integrity – Courage

Pilmuir Road

Forres

IV36 1HD

01309 673034



	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Website:	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html

Moray Council A-Z		
Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html

Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning& Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Racial Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html

APPENDIX A