

Seafield Primary and Nursery School School Handbook 2020-2021



Together we Learn, Together we Grow

December 2020

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Contact Information

Head Teacher
Depute Head Teachers

Miss Morven Snodgrass
Mr Martin Collins
Miss Angela Stuart

School Telephone Number

01343 547792

School Fax Number

E-mail

admin.seafieldp@moray-edunet.gov.uk

School Address:

**Seafield Primary School,
Deanshaugh Terrace,
Bishopmill,
Elgin, IV30 4ES**

Twitter

Twitter@SeafieldHT

Website

Seafield Primary School Website – Glow Blogs

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

Opening Times

Primary 1 – 3/4F

Morning

Interval

Lunch

Afternoon

09:00 - 12:40 10:20 - 10:35 12:40 - 13:20 13:20 - 15:00

Primary 4,5,6 & 7

9:00 - 12:00

10:40 - 10:55 12:00 - 12:40 12:40 - 15:00

Due to Covid-19 Risk Assessment pupils are required to line up at 8.50am and 2.50pm.

School Term Dates are available on the internet at The Moray Council at School Term and Holiday Dates

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

Welcome to Seafield Primary and Nursery School

It gives me great pleasure to welcome new families to Seafield. I hope that your child / children will be happy here with us and that their time in school will prove to be productive and enjoyable.

The best possible education can be achieved for your child / children if we work in partnership with you as parents / carers to meet the needs of your child.

We are seeing the benefits at Seafield, of the extensive upgrade programme where our school was recently upgraded. This provides a much enhanced learning experience for all pupils.

We look forward to working with you over the coming months and years in order for your child to reach his or her full potential. As **‘Together we Learn, Together we Grow’**

Morven Snodgrass
Head Teacher

Vision and Values
Together We Learn, Together We Grow

At Seafield we Value:

Happiness

Safety

Nurture

Inclusion

Diversity

Motivation

Our Vision:

Learning Employers and Values
Everyone @ Seafield

General Information

Seafield Primary School provides an educational service to children from Nursery through to Primary 7 (ages 3 years – 12 years). We are a non-denominational Primary School with a current roll of 353 Primary pupils and 58 Nursery children. We currently have 14 classes.

The School was opened in 1955, we recently celebrated our Diamond Anniversary with a community event in and around our school. We currently have 14 classes from Primary 1 to 7.

Seafield Primary has an Early Years Wing, Middle Stages corridor and an Upper Stages Hub. We also have an Enhanced Provision, known as the 'Learning Lounge' to fully meet pupils' needs. We have a large hall for P.E., Drama and Assemblies plus separate dining hall. There is a recently refurbished Library which can also be used as a meeting space. We are able to provide smaller group support for pupils in our Nurture Room, the Rainbow Room.

There is an additional handbook for the Nursery, with key information required by Nursery parents and carers.

The school has extensive grassed playing fields as well as surfaced playgrounds where we encourage the pupils to play co-operatively. We are an Eco Green Flag school, so try to involve our pupils in developing the school grounds.

At the start of each session, parents and carers are given a list of holiday dates and the names and roles of all new staff in the school.

Regular newsletters are sent home with the children to ensure that parents are kept up to date with all school activities, holidays and important information. Our school website provides up to date information and is an effective way of keeping the wider school community in touch with what's happening at Seafield at www.seafield.moray.sch.uk. All class teachers use Class Dojo and GLOW online to communicate with parents and carers.

Staffing



There is a teaching staff of 20. This consists of Head Teacher, 2 Depute Head Teachers plus 14 full - time equivalent Class Teachers.

We also have 2.0 full-time equivalent teachers for Support for Learning plus 1.0 full time equivalent Principal Teacher for Additional Support Needs who has Area Schools' Group responsibility. We currently have visiting teachers of Music, and P.E., Digital Literacy is also a stand alone subject time-tabled for classes in our ICT suite.

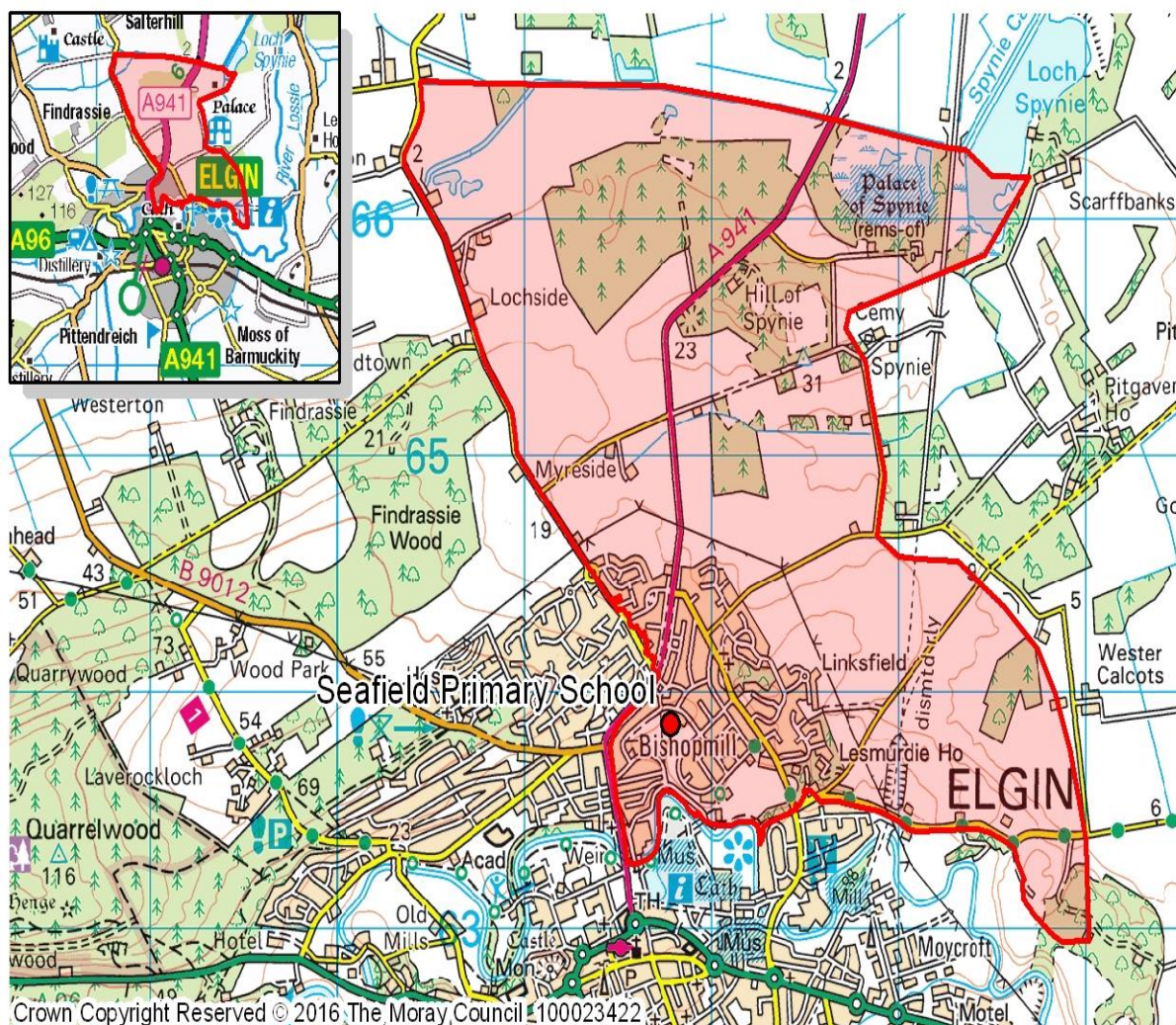
We have a large team of Support Staff. This team comprises Pupil Support Assistants and Classroom Assistants.

There is 1 full-time and 1 part-time Administrator. We also have a full time Janitor. Meals are cooked in the school and the children are supervised by 5 lunchtime supervisors during the lunch hour. One children's supervisor and 5 playground supervisors are available at the morning interval. A member of the Leadership Team is on lunch-time supervision daily.

We have been able to employ a large temporary team of additional staff through our allocation of Pupil Equity Funding, see website and newsletters for details.

Catchment Area

The school catchment area is shown as the delineated area on the map.



Procedures in contacting the school

Parents and carers can contact Mrs Cull in our school office, on 01343 547792 for any enquiries or to advise the school of your child's absence.

Attendance at School

To ensure as far as possible the safety and well-being of children, Educational Services have adopted the following absence procedure

- If your child is not able to attend school, please advise the school of the reason for absence and likely date of return to school. Contact the school, preferably by telephone or letter. You may of course send another member of family to school with a note giving details of the absence

- 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 we will contact you by telephone to alert you to this

If we cannot immediately make contact with you, then we will contact the person you have named as your family emergency contact.

If your child is unable to attend school, for example due to illness or medical appointments; please contact the school office in the morning to explain the reason for absence.

Family holidays during term time

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 or in person about such holidays and each case will be considered on its merits.

Emergency Closure

Head Teachers have discretion as to the closure of schools when they anticipate weather conditions or in other circumstances which would put children at risk. If school closes during the school day, children will be kept in school until parents are contacted. There is a School Information Line which is available to provide information in such circumstances. This will also be announced on Moray Firth Radio, The Moray Council Website and Seafeld Twitter@SeafeldHT.

School Telephone Information Line

Schools now have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the school. Parents/Carers will also be contacted by Texting and E-mail.

When severe weather warnings are received, your school will endeavour to keep the system updated. It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts on Moray Firth Radio.

The service also offers the following facilities:

- Up to 10 general (non-urgent) announcements (option 3 below)
- Parents can leave non-urgent messages, which are forwarded to the school email address in due course (option 2 below)
- If you have pupils at two schools option 4 below allows you to enter the PIN for the next school without re-dialling

Instructions for Use

1. Dial **0870 054 9999**
2. Enter your school's PIN number: **031470**
3. You will get a confirmation message: "**Selected Seafield School**"

You will then enter a menu system:

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

Please note

Should parents wishing to leave an urgent message please speak to someone at the school directly.

Concerns and complaints

'Together We Learn, Together We Grow' Seafield Primary has an ethos of working together with families.

Due to recent restrictions, we ask that parents and carers contact class teachers in the first instance via Class Dojo. If you feel it is necessary to then discuss a concern with our Home School Link Officer or member of the Senior Leadership Team, please email the school office to make arrangements. Thank you.

Should it not be possible to deal with an issue within the school, Moray Council's formal complaint policy can be obtained from the school office or there is a link at Appendix A.

Enrolment and Transferring



Transitions

It is very important that children's progress throughout school is made as seamless as possible and pupils have a consistent experience as they move from class to class and particularly school to school.

To achieve this we have an induction programme into Nursery and Transition Programmes on entry to Primary and Secondary School. These involve initial online tours, receiving school to the child's current establishment, spending, undertaking joint learning projects and passing on the progress records.

As children move between classes within school they have an online transition activity with their new teacher where possible. There is also liaison between the teacher passing the class on and the receiving teacher to pass on Attainment and Achievement information. When a child moves to another school during the course of the school year we give samples of work to take to the new school and pass on records as soon as a pupil has enrolled.

The intake of Primary 1 children takes place in August each year and children who will be five years of age on, or before, the last day of February of the following year are eligible for admission.

In January a notice is placed in the local newspapers, which informs parents about the enrolment dates. Apart from the school brochure, every parent enrolling a child for P1 will be given a separate induction package.

The first two weeks in a new school can be difficult for children and their parents or carers and it is important that a good start is made in building up relationships. Members of staff in Seafield have experience in ensuring that new pupils arriving at the school are handled sensitively. We provide extra support for military pupils who access our Rainbow Room established through MOD funding.

Transition from other schools

It is helpful if records and work from previous schools are available for your child's new teacher, so that we can try to ensure that continuity of learning takes place. We also advise that children should be allowed to settle over a few weeks, unless there are major concerns. If this is the case, then parents or carers should arrange to phone/email the teacher to discuss how the transition has gone.

We also use SEEMIS Pastoral Notes, the electronic education management system so that receiving schools have access to all information about pupils.

Moving on to Secondary

At the end of Primary 7, pupils move on to their Secondary education. Most children at Seafield Primary School move on to Elgin Academy. There are a series of online information meetings for parents, carers and pupils held during Primary 7. There are also induction days at the Academy so that pupils become familiar with the school, its layout and some of the pupils' new teachers. There are Enhanced Transition opportunities scheduled for pupils who have Additional Needs.

The contact details for Elgin Academy are as follows ~

[Elgin Academy](#) Morriston Road, Elgin IV30 4ND

Contact: Mr Kyle Scott, Head Teacher

Tel: 01343 543485 Fax: 01343 540893

Email: admin.elginacad@moray-edunet.gov.uk Web address:

www.elginacademy.co.uk

Associated Schools Group (ASG)

Seafield is part of the Elgin Academy Associated Schools' Group. These groups are formed by a Secondary School and the Primaries which feed into it.

A function of this group is to provide a link between Primary and Secondary schools to ease the transfer for the children and to provide a link for schools to pursue matters of mutual interest.

Parental Involvement Opportunities

Partnership with parents and carers in their children's Education is an important factor in the child's educational success. To promote this there are a number of communication strategies. Our involvement opportunities are slimmed down, due to current restrictions.

- Progress reports. These will be issued annually, usually in Spring. These will focus on the skills pupils are developing in line with Curriculum for Excellence and Moray Skills Framework. A short report will be piloted during Session 20/21 due to appointments not being possible.
- Home/school diaries or homework books and Class Blogs, Class Dojo, Glow Online, daily and weekly communications between parents and teachers are often used to allow parents to get involved in homework and as a means of communication between home and school. There are also daily Twitter updates.
- Newsletters. These are issued regularly and keep parents up to date with significant school events. The most recent newsletter can be found on the Seafield Primary School Website – Glow Blogs.
- Strategic School Improvement Plan. (SSIP). Parents and all stakeholders will be consulted on how they will play a part in improving the care and provision at Seafield Primary and Nursery. This will largely be done through regular Parent Partnership Meetings, questionnaires and surveys
- Standards and Quality Report. This report outlines the progress the school as a whole has made during the course of the academic year.
- Seafield Twitter, daily Head Teacher highlights and updates on the life and work of the school

The Parent Forum and Parent Partnership

All parents are automatically members of the Parent Forum. The Parent Council is the executive or committee of the Forum and it has been decided to call it the Parent Partnership at Seafield rather than the Parent Council.

The aims of the Partnership are to ~

- Support the school in its work with parents and carers
- Represent the views of parents and carers
- Promote contact between the school, parents and carers, pupils, providers of Nursery Education and the community
- Report to the Parent Forum



Seafield Parent Partnership

Committee Members

Elaine Rowe
Pearl Morren
Kirsty Bowcutt

Chairperson
Secretary
Treasurer

Parent Partnership members can be contacted through the School Office

Parent Consultations

Parents will be consulted throughout the year. Parents and carers will be consulted on the formation of the School Improvement Plan and any major policy change. From a recent consultation on how well the school is doing and feeding back from parents' appointments and events

'...comments by teacher weekly in homework diary has been very useful in keeping parents updated on strengths and weaknesses...'

'...great teachers, love and fun in school. My daughter enjoys her time in school.. .'

'...both our children have used Seafield. Very positive school. Great teaching staff who allow children to achieve successful learning and fun. Thanks...'

'...I have no concerns about the school and the staff are very good. My children are very happy, no worries at all, keep up the good work...'

'...whatever you do, you do it well. Keep up the standards!'

‘...I think the school is really good and school dinners are fantastic! Teacher was really nice and helpful...’

Information for Parents and Carers

A series of leaflets has been produced by Education and Social Care for parents and carers. These leaflets are available from the school foyer, or from 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.

Policies and Procedures

General information

Getting it Right for Every Child - The Named Person

Named Person Standard Statement (Primary Handbook)

As part of the national **Getting 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 co-ordinate multi-agency support (eg from health, social work, police) 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.

Miss Morven Snodgrass admin.seafieldp@moray-edunet.gov.uk

"The Getting it Right" approach includes the requirement that every child has a "Named Person" within school, to act as a point of contact for families, other professionals and the community.

For parents this means having someone to talk to if you are worried about any aspect of your child's well-being. For example, you might have concerns about how your child is developing, how they are coping with homework, or a worry about something that has changed at home.

Your child's Named Person will work with you to sort out any further help, advice or support if you need it.

Your child's Name Person will also discuss any concerns they may have about your child with you at an early stage, and help you to organise support from other services if required, to ensure the right help is offered to your child at the right time in a co-ordinated way.

Within Primary School the Head Teacher will usually take on the role of the Named Person. They can however ask someone else in the school's management team to take on the role depending on your child's needs. The Named People in Seafield Primary School are Miss Snodgrass, Head Teacher, Mr Collins and Miss Stuart, Depute Head Teachers and Mrs MacDonald, Principal Teacher Additional Support Needs.

School Child Protection Co-ordinator

This is the Depute Head Teacher, Mr. Collins. Any issues of Child Protection, Care and Welfare can be discussed with the Class Teacher or with the Head Teacher directly. Any concerns over these issues would be brought to the Head Teacher's attention by members of staff.

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

"It is the duty of the Moray Council and all its staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms"

Emotional Abuse, Physical Abuse, Sexual Abuse, Neglect

Where school staff have concerns about a pupil which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work team to determine what, if any, action needs to be taken. Under these circumstances, parents or carers will not normally be consulted first.

Visitors and Security

We encourage parents/carers and other visitors to come into school. However, the safety and security of the children must be our highest priority so when you come into school you must report to the Reception desk and sign in.

Meals in School



Meals are provided by the Direct Services Organisation. Meals cost £2.30 and is normally paid for through the Ipayimpact online system. All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutritional Standards for School Lunches and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy snack and vending

provision.

Free School Meals

All Primary 1 to Primary 3 pupils will be eligible to have free school meals.



For pupils in P4 – P7

You can claim free school meals for your child if you are receiving the following benefits. This should be done through the Benefits Section at Moray Council Headquarters.

- Income Support
- Income-based Job Seekers' Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit but not Working Tax Credit, and your annual income, as assessed by HMRC, is below £16,105,
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the Government at £7,330
- Support under Part VI - Immigration & Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £610

Clothing Grants

Clothing grants are also available to parents who meet the same financial criteria as above. Application forms are available from the payments section of The Moray Council.

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a free clothing grant for yourself.

Snacks

Children may bring a mid-morning snack. We encourage healthy eating - not sweets. Milk shakes and juice are on sale in school. Snacks are eaten outside. The children are encouraged to be tidy and dispose of waste properly.

Holiday dates

These are currently available from the Moray Council website. A regular update is issued throughout the session as part of the newsletter.

School Wear

The wearing of school uniform is encouraged for all pupils, supported by the Parent Partnership and the vast majority of parents. We believe it fosters a positive attitude to school and a sense of belonging for pupils.



The uniform is; grey/black skirt or trousers, purple sweatshirt/cardigan and a white polo shirt or blouse. The school tie is grey with a diagonal purple stripe and is available from the school. Purple sweatshirts and white polo shirts with the school emblem can be purchased at Dallas Designs, Elgin. We encourage recycling of uniform items as an eco-school. Please let us know size requirements on enrolment, as we usually have a bank of items washed ready to use.

For P.E., shorts, tee-shirts and gym shoes are worn. There are specific colours for the House teams available from Dallas Designs Ltd, Elgin.

Children invited to represent the school, for example in athletics, badminton and other school sporting teams will be issued by the school with the appropriate kit.

Jeans and football scarves, hats or strips are not considered suitable attire for school.

Care of Personal Property

Coats, anoraks, jerseys, cardigans, gym shoes and wellingtons should be clearly marked.

Money should not be left in coat pockets in the cloakrooms. Any monies should be brought to school either in a strong purse or in a sealed envelope marked with the child's name.

Watches, bracelets, earrings and other jewellery should be left at home during P.E. days but if worn may be given to the class teacher for safe-keeping. However, responsibility cannot be accepted for these items.

Data Protection Act

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

Transport

All Primary and Secondary pupils who live more than 2 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 2 miles as appropriate.

Any child living more than two miles from the school is entitled to transport if the family live in the school's catchment area. Children living out with the zone are not entitled to transport.

To claim entitlement, please refer to **Appendix A** for information on how to request an application form.

Water bottles

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. There is a supply of drinking water available to top up bottles. Please bring a named water bottle to school and change the bottle every few months to stop algae build up.

School Development

Strategic School Improvement Plan (SSIP)

Full details are available in the school's full '*School Improvement Plan*'. (refer to **Appendix B**)

Our Learning Community

Seafield Primary School prides itself on being open to and involving parents and the local community in the life of the school



School and the Wider Community



We regard the school as being very much part of the community in which it is situated. To foster these community links, in addition to our parents' organisation, the school tries to involve local organisations and contribute to the life of the community. The school uses the local library, the museum, and contributes to local charities by Harvest collection and fund raising. We work closely with Moray Food Plus who support our nurturing approach.

The school has established good work into Outdoor Learning and has taken advantage of using nearby Quarrel woods to carry out environmental projects.



We also provide work experience places for pupils from Elgin Academy and Elgin High School and students from Aberdeen University and Moray College

The transition link between Secondary school and our P7 pupils is very good and there have been a variety of experiences across the Curriculum

Seafield School Rules

GOLDEN RULES

- Do be kind and helpful**
- Do be gentle**
- Do listen**
- Do work hard**
- Do be honest**
- Do look after your property**

The behaviour of pupils outside school should reflect the same habits of courtesy and consideration for others which are expected in school, these rules are reinforced through Class Charters in line with UNCRC Rights of the Child.

Promoting Positive Behaviour

As a Learning Community, we promote the Seafield Values which have been devised by our pupils, parents/carers and staff. To encourage children to be the best they can be, both academically and socially, we have Seafield Points, Good to be Green, Achievement Certificates, Assemblies and Privilege Cards.

Our Summer Prize-Giving sees the winning House being awarded with the House Cup and Parent Partnership Shield. Points throughout the year from all adults in the school community go towards these totals, as do Sports' Day, House events and Culture days.

For P7 pupils there is the Academic Award of Dux Medal for excellence and also the Citizenship Award.

Seafield Primary School

Respectful Relationships Policy



Background and Context

'Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.'

Better Relationships, Better Learning, Better Behaviour 2013

Within Curriculum for Excellence (CfE) all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. There are specific experiences and outcomes in Health and Wellbeing which are the responsibility of all practitioners, who have a role in:

- establishing open, positive, supporting relationships across the community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- promoting a climate in which children and young people feel safe and secure;
- modelling behaviour which promotes health and wellbeing and encouraging it in others;
- using learning and teaching methodologies which promote effective learning;
- being sensitive and responsive to the wellbeing of each child and young person.

What is behaviour?

Behaviour is a response of an individual or group to an action, environment, person or stimulus. At Seafield Primary we recognise that CfE cannot be delivered without good relationships and positive behaviour.

“The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a safe and peaceful environment.”

Building the curriculum for excellence through positive relationships and behaviour, 2009.

Aims

- To create a positive, caring, calm and purposeful atmosphere where all pupils will learn, are motivated and challenged.
- To work in partnership with parents, pupils and other agencies to maintain and build good relationships, prevent bullying and promote the well-being of all children.
- To be consistent and fair in our approach to managing behaviour.
- To encourage pupils to recognise that they have the responsibility to make a choice in their behaviour within the established rules, rewards and consequences.

Context of Policy

- This policy has considered Moray Council policy and guidelines as well as the document ‘Better Relationships, Better Learning, Better Behaviour’ document on promoting positive relationships.
- At Seafield Primary we acknowledge that a nurturing ethos, and positive behaviour management, are key to providing an effective learning and teaching environment. Our policy has been founded within the aims and principles of ‘A Curriculum for Excellence’ and ‘Getting it Right for Every Child’ (GIRFEC). It will help us to deliver our school Vision, Values and Aims (**see Appendix 1**).
- Working together as a Rights Respecting School we have devised our class charters, canteen charter and school charter to highlight Children’s Rights but must not forget responsibilities. (**Appendix 2**)

Rights

“Children have the right to a good quality education. This education should help them use and develop their talents and abilities. It should also help them to live peacefully, protect the environment and respect other people.”

UN Convention on the Rights of the Child.

Pupils

- To be able to enjoy their learning.
- To be treated with respect.
- To be listened to.
- To feel safe.

Staff

- To enjoy the teaching and learning environment in which they work.
- To be treated with respect.
- To be listened to.
- To feel safe.

Parents/Carers

- To know that their children are safe and happy.
- To participate in positive communication with the school.
- To be treated with respect.
- To be listened to.

Encouraging Positive Behaviour and Achievement

“Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.”

Better Relationships, Better Learning, Better Behaviour 2013

The ethos and culture of Seafield Primary is the foundation on which we build a supportive, inclusive and peaceful learning environment. This positive ethos can be further developed through our whole school behaviour approach: - Good to be Green.

This programme allows the creation of a positive ethos, peaceful learning environments, improved relationships and positive behaviour at Seafield Primary. This ensures that our pupils are included, engaged and involved throughout their school careers. This programme is easy to follow and observe as it is easy to understand, remember and refer to.

Responsibilities

It should be recognised that all parties have responsibilities for a child's education to ensure all their needs are being met.

Pupils

- to behave in a manner which allows others to reach their full potential.
- to treat others with respect.
- to listen to others.
- to allow others to feel safe.

- to follow our Classroom Charters, Playground Charter and our School Charter, and any individualised behaviour programme. (Appendix 2 Playground and School Charter)

Staff

- to be aware of current and relevant documentation, including policies, and the range of strategies, and sources of advice, but also of the many factors which influence behaviour and are out with our control.
- to treat pupils fairly and with respect and pay regard to confidentiality.
- to establish open, positive, supporting relationships across the community, where pupils will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives.
- to promote a climate in which pupils feel safe, secure, nurtured and stimulated.
- to model behaviour which promotes health and wellbeing and encourages it in others.
- to use learning and teaching methodologies which ensure that all children's needs are being met.
- to be sensitive and responsive to the wellbeing of each child and young person and to be realistic with regard to the rate of change in pupil's behaviour.
- to have high expectations for children's learning and achievement.
- to work collaboratively with colleagues and to share ideas and seek support and advice.
- to keep parents/carers informed of their child's educational, personal and social development, including issues relating to behaviour. This includes attending multi-agency meetings, annual parents' meetings and producing reports, but there may be occasions when the class teacher or head teacher has a concern and so contact will be made with parent/carers.
- to apply this policy fairly and consistently.

Parents/Carers

- to take an active role in their children's education.
- to support the school in encouraging positive behaviour.
- to treat all staff and pupils in the school with respect and pay regard to confidentiality.
- to inform the school if they have any concerns relating to behaviour in the school; contact will be made in either writing (via homework diary, letter or email), telephone or at an organised meeting.

Encouraging Good Relationships and Positive Behaviour

At Seafield Primary we use a variety of ways to promote and reward positive behaviour and achievement. This is not an exhaustive list but in order to encourage positive behaviour we may use some of the following or indeed other strategies too:

- **An inclusive ethos**, encouraging everyone to feel part of and proud of our school.
- **Buddies** – Buddies are older pupils who help the Primary 1s at the start of the year and mentor/support new pupils to the school. This programme begins in Term 4 for P6 pupils and pre-school pupils starting school in August.
- **Class seating plan** – Teachers may have seating arrangements in the classroom to support individual's behaviours and relationships.

- **Clear structures and expectations for all**-Staff ensure pupils fully understand what is expected of them.
- **Dialogue** which builds relationships and encourages respect between all.
- **Encouraging Responsibility** – Pupil Voice Groups are used to encourage children to take on more responsibility in the life and works of the school and its community e.g. Pupil Council, Eco-Committee, Health and Wellbeing Group, JRSO, Rights Respecting Schools Steering Group as well as House Captains.
- **Health and Wellbeing Curriculum** – This may include the use of, Living and Growing and Stonewall resources, inputs from other professionals i.e. RSPCA officer, Prince William Award, Inclusion Officer **and** citizenship groups.
- **Individual Educational Plan** – These are used to focus on targets, for a particular pupil, and how these can be achieved.
- **Inclusion and Wellbeing Officer** – Some pupils may attend a group run by Mrs McKinnon to focus on targets identified by the class teacher to help them improve their resilience, confidence and wellbeing.
- **Motivating and challenging activities** to keep children focused.
- **Prince William Award**- Some pupils may attend this programme to encourage a Growth Mindset, Resilience, teamwork and confidence.
- **Social Stories** –These are stories which are used to model a specific behaviour, often for an individual child produced by the PT ASNs.
- **Stories, drama and role-play** – These are used to provide a scenario to open up discussion on a behaviour or topic.
- **Use of Restorative Approaches** (detailed later in this policy).
- **Visual Timetables/targets** – Visual timetables/targets are used for whole class or specific individuals; these are updated daily and reflected on by both pupil and teacher. Some pupils may use Now and Next boards to focus on more targeted work.

Rewarding Positive Behaviour

- **Positive Praise** – Praise is used as positive reinforcement for specific behaviours. All staff ‘catch’ the children showing positive behaviour, praise them and discuss the positive impact this has on them and their learning.
- **Stickers and Stampers**– may be used for specific behaviours of individual children to identify and celebrate achievements.
- **Golden Time** – pupils can earn a planned activity at the end of the week. Time may be deducted if pupils have behaved inappropriately.
- **Recognition of Achievement at Assemblies and in school newsletters**– e.g. showing of work, demonstration of skills, presentation of certificates etc.
- **Displays of work/achievements on notice boards** – as part of wall displays in either their classroom or another area of the school.
- **School Newsletters** – These are used to recognise and highlight achievements.
- **House Point System** – There are 4 houses at Seafield Primary named after Scottish Inventors- Baird, Bell, Fleming and Watt. Children are allocated a house when they join the school. All members of staff can award Seafield points (in the form of a star stamper) for excellent work, positive behaviour or extra-curricular achievements. These points are totalled up and shared at assembly. Dojo pints are converted to house points termly. The house with the highest amount of points at the end of the session win the house trophy.
- **Primary 7 trophy** – At the end of the year a trophy is awarded to an outstanding Primary 7 pupil who have made particular contributions in the following areas and are thought of as a; Successful Learner, Effective Contributor, Responsible Citizen or Confident Individual.

Restorative and Solution Orientated Practices (See Appendix 3 for Restorative Questions)

“Research has found that restorative practices can offer a powerful and effective approach to promoting harmonious relationships in schools and to the successful resolution of conflict and harm.”

Improving relationships and positive behaviour in Scotland's schools, 2008.

Pupils and staff work together to achieve a common knowledge and understanding of emotions and feelings in order to have the emotional literacy necessary for restorative conversations where situations are resolved, and solutions agreed upon.

Restorative practices cover a range of strategies including:

- developing a restorative climate in school with activities such as peer support and circle time.
- developing restorative conversations when staff and/or peer mediators intervene in a situation.

Restorative practices:

- Build and repair relationships.
- Develop and maintain mutual respect.
- Preserve a sense of belonging and strengthen community ties.
- Ensure everyone is given a voice and feels heard.
- Empower those with conflict to resolve it for themselves.
- Ensure accountability.
- Develop empathy and conscience.

These restorative practices ensure that children feel safe, they belong, are respected and have valuable positive relationships with others.

Restorative approaches ensure that the person who is showing undesirable behaviour acknowledges responsibility for this and takes steps to repair harm. Through using restorative language this then allows the child to understand, manage and reflect on their own behaviour.

Part 3: Inappropriate Behaviour

Despite the best efforts of all, incidents of unacceptable behaviour or bullying (see Seafield Primary Anti-Bullying Policy) are still likely to occur. These behaviours may vary from consistent low-level disruption to actions which may merit exclusion from school. Pupils or parents/carers should report incidences which they feel staff should be aware of, to a member of staff, as soon as possible to ensure it is dealt with efficiently and appropriately.

“There is a wide range of factors which affect a young person’s behaviour, and there is no one way of dealing with the complex problems which can be faced by children, young people and their families. Children’s experiences and behaviour in school cannot be disassociated from all other aspects of their lives, including within their families and communities.”

Better Behaviour, Better Learning, the Discipline Task Group, 2001.

Inappropriate behaviour can be challenging for staff, parents and pupils. At Seafield Primary we understand that challenging behaviour is much less common where staff and learners enjoy positive relationships based on mutual respect and consideration. These strengths are

supported and reinforced by a shared understanding and acceptance of the school's vision, values and aims (see **Appendix 1**). Staff know learners as individuals and respond to their differing personalities, circumstances and learning needs. This leads to a positive learning climate in individual classrooms and in the school in general.

Whilst our overall approach to managing behaviour is restorative, a variety of strategies are used to encourage children to reflect upon the consequences of their actions and think how they may behave differently if faced with similar circumstances in the future.

Strategies may include:

- restorative discussion with a member of staff.
- disappointed or disapproving look.
- ignoring the challenging behaviour and praising the positive behaviour of others.
- separation from a group.
- change of seating arrangements in the classroom.
- separation from other pupils at break or lunchtime to encourage time for reflection.
- letter of apology or drawing (for younger children).
- home/school behaviour chart or weekly updates.
- withdrawal of privileges i.e. golden times, some of their break in order to repair relationships/damage or give time for reflection.
- discussion with Head Teacher or other relevant adult.
- agreement and implementation of an Individualised Education Plan.
- phone call home to parents or meeting to discuss inappropriate behaviour and how we are going to move forward.
- Pre-exclusion (warning of exclusion).
- exclusion procedures of varying lengths (see Moray Council Exclusion Policy 2018).

The action taken will depend on the nature and context of the behaviour, including the intent. It is also important to consider the individual involved and what is likely to be effective. At Seafield Primary we try to ensure that any consequences in response to unacceptable behaviour should not undermine the child's self-esteem. Parental involvement can be considered at any stage based on professional judgement and awareness of previous discussions with parents.

Recording and Monitoring

Recording and monitoring of any significant behaviour (including bullying) will be recorded in either (or both) a pupil's file / pastoral notes on SEEMIS and where appropriate a Child Plan Chronology. Incidents which will be documented will include ones of a serious or ongoing nature, as well as incidents where a member of staff, pupil or parent/carer feels that they would like it documented.

By recording such incidences, we will be able to:

- ensure that there has been an appropriate and effective response.
- identify recurring patterns including; involvement of particular children, staff or other adults, where and when bullying takes place, aspects of prejudice or discrimination underlying bullying, consideration of personal or additional support needs.
- identify if a particular problem is ongoing and whether further professional development may be beneficial to staff.

Aggressive or violent behaviour, by pupil to an adult, will be reported on the Moray Council Violence and Aggression Form Parts 1-3. Racially based incidents will be recorded on Moray Council's Racial Incident Monitoring Form.

Appendix 1

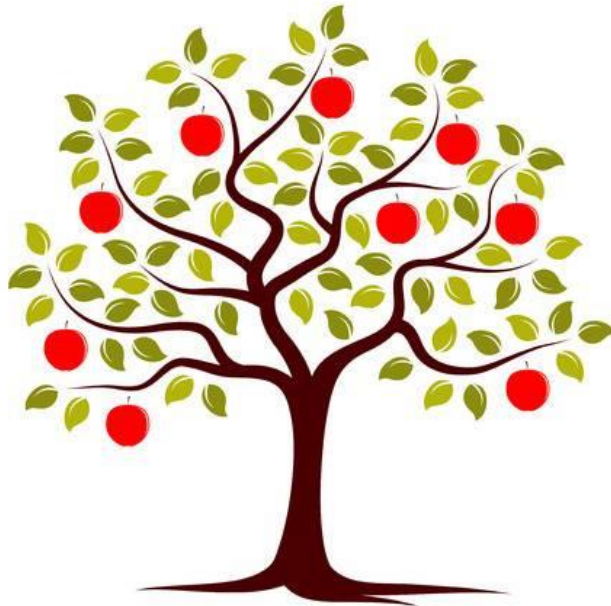
Seafield Primary School's Vision, Values and Aims

Our pupils, staff, parents and carers have been consulted on our vision and values.

Our Vision

Seafield Primary School believes that

Learning Empowers and Values Everyone @ Seafield
Leaves@Seafield



Together We Learn, Together We Grow

Seafield Primary School strives to be a welcoming and motivational school that nurtures and develops life skills. We work as a community to support pupils to learn transferable skills for life learning so that they can be as successful as they can be.

Our Values

Happiness
Safety
Nurture
Inclusion
Diversity
Motivation

Our Aims

1. To ensure our children feel happy and secure within our community.
2. To create a safe, healthy and welcoming school ensuring all members of our Learning Community feel valued and supported.
3. To support children and families educationally, emotionally and socially through creating a positive ethos which promotes health, wellbeing and respect for all, where individuals feel secure, nurtured & included and social & cultural diversity is celebrated.
4. To encourage pupils to believe in themselves and support them to achieve their full potential by providing a wide variety of opportunities and experiences.
5. To encourage our children to be independent and take responsibility for their own learning through encouraging strong partnerships with parents and carers, actively involving them in their child's learning whilst promoting high aspirations and a 'can-do' attitude.
6. To equip our children with the knowledge and develop the skills and qualities they will need to adapt and thrive in an ever changing world.

Appendix 2

School, Canteen and Playground Charters

Seafield Primary School Charter

Values-Happiness, Safety and Nurture Articles

Article 12- You have the right to give your opinion, and for adults to listen and take it seriously.

Article 19 -You have the right to be protected from being hurt and mistreated, in body or mind.

Article 24- You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

How Can Pupils Respect These Rights?

- To be considerate to others feelings
- To play safely, include others and solve problems calmly.
- To tell an adult if feeling upset or unsafe.

Values- Happiness, Inclusion and Diversity

Articles

Article 12- You have the right to give your opinion, and for adults to listen and take it seriously.

Article 24- You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

How Can Pupils Respect These Rights?

- To respect our clean and tidy environment and help improve it.
- To listen to other people's opinions and try to understand their viewpoints.

Values- Happiness, Inclusion and Motivation

Articles

Article 28- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29- Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

How Can Pupils Respect These Rights?

- To be prepared and willing to learn.
- To try our best.
- To help and support other children to learn.

How Can Adults Respect These Rights?

- Supporting us to create an inclusive school.
- Listening and communicating in an open and honest way.
- Showing everyone respect, care and fairness.
- Creating a safe, nurturing school and giving clear instructions.
- Teaching us in interesting ways and make sure we are challenged.

Our School Charter is linked to our School Values

Happiness

**Safety
Diversity**

**Nurture
Motivation**

Inclusion

Seafield Primary School Canteen Charter **Articles**

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

How Can Pupils Respect These Rights?

- **By showing respect (Good Table Manners), tidying up after themselves and lining up respectfully and quietly.**
- **Eating a healthy school dinner or bringing a healthy packed lunch.**
- **Using indoor voices.**
- **Walking carefully through the canteen.**
- **No pushing in line.**

How Can Adults Respect These Rights?

- **Keep the canteen safe and tidy**
- **Helping children choose their food**
- **Providing water and healthy meals**
- **Encouraging pupils to use good table manners.**

Our Canteen Charter is linked to our School Values

Happiness

**Safety
Diversity**

**Nurture
Motivation**

Inclusion

Seafield Primary School Playground Charter

Articles

Article 15 -You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 19 -You have the right to be protected from being hurt and mistreated, in body or mind.

Article 31- You have the right to play and rest.

How Can Pupils Respect These Rights?

- To be considerate to others feelings, be kind to everyone.
- To play safely, choose appropriate games, include others and solve problems calmly.
- Invite others to join in with games but also respect their choices of what to play.
- To tell an adult if feeling upset or unsafe.
- To respect our clean and tidy environment and help improve it.

How Can Adults Respect These Rights?

- Make sure there are enough adults on duty to prevent accidents and administer first aid where needed.
- Monitoring the playground continuously and the games that are being played.
- Make sure children go outside at playtimes and make full use of their playtimes.
- Creating a safe, nurturing school and giving clear instructions.

Our Playground Charter is linked to our School Values

Happiness

**Safety
Diversity**

**Nurture
Motivation**

Inclusion

Appendix 3 Restorative Questions

Restorative questions

- **Offender:** What happened?
- What were you thinking of at the time?
- What have you thought about since the incident?
- Who has been affected by what you have done ? In what way?
- What do you think you need to do to make things right?
- **Victim:** What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

6

Sanctions

If all forms of positive encouragement towards acceptable social behaviour fail, sanctions will be employed.

Parents and carers are always informed if the school is concerned by a child's difficulty in achieving acceptable behaviour.

A member of the Senior Leadership Team is readily available to see parents and carers by appointment.

Children are expected to follow the school rules. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. We use a solution-focused, restorative process to ensure good behaviour is maintained.

Sanctions include:

- Verbal warnings by way of Red card or Time Out for persistent issues
- Pupil is reported to the Head Teacher, or
- Time out with HT / DHT to discuss behaviour, or
- Withdrawal of privileges, or
- Parents/carers asked to discuss behaviour and agree future conditions, or
- Exclusion from school – in a small number of cases

Should any incidents involving violence, dangerous weapons, drugs or alcohol occur they are reported immediately to Educational Services and the Police may also be involved.

Respectful Relationships and Behaviour

At Seafield Primary we encourage pupils to be responsible and have a caring attitude towards others in accordance with our Respectful Relationships and Behaviour Policy.

Teaching children about making appropriate choices is the responsibility of both home and school. The way in which pupils and staff relate to each other is vital for the learning environment we create.

The emphasis is always on positive behaviour management and children are made aware that they are responsible for their own behaviour.

Children are expected to follow the School Rules and Class Charters that they have devised in line with the UNCRC.

We believe in a positive approach towards behaviour management where we use the “Good to be Green” Strategy but where this fails consequences will be enforced. Consequences include:

- Informal verbal warnings
- Yellow Card -Good to be Green Chart. Verbal warnings for misbehaviour, or for persistent misbehaviour
- Red Card- Good to be Green Chart. Loss of playtime/ time out to reflect
- Reported to the Depute Head Teacher / Head Teacher
- Parents / carers asked to discuss behaviour and agree future conditions
- Exclusion from school.

When a child’s attitude or behaviour is giving cause for concern parents will be contacted to discuss together possible strategies to support the pupil.

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

Bullying

Bullying may be verbal, physical or mental. Bullying is not a one off incident but it is a continual ‘attack’ on an individual or group by one or more pupils.

Incidences of potential bullying are taken very seriously. We try to help children to resolve any issues that arise. It is very important that all children are encouraged to share if they are concerned or worried about a situation in school.

Please contact us if there is a matter causing your child concern. Together we can work together as a team to ensure the best possible outcome for all involved.

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 contact details).

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.)

Appendix 1

Seafield Primary School's Vision, Values and Aims

Our pupils, staff, parents and carers have been consulted on our vision and values.

Our Vision

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Learning Empowers and Values Everyone @ Seafield

Leaves@Seafield



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6. To equip our children with the knowledge and develop the skills and qualities they will need to adapt and thrive in an ever changing world.

The School Successes over the Year

Full details of the school's successes and achievements are available in '**Standards and Quality Report**' - **Seafield Primary School**. (refer to **Appendix C**)

The Curriculum at Seafield Primary

A fact file about the 'Curriculum for Excellence' for parents/carers which provides a more comprehensive overview of CfE (and an explanation of the terms used) is available from the office. You can also access further information about the curriculum and supporting your child on:

<http://www.LTScotland.org.uk/Parentzone>

<http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>

<http://www.educationscotland.gov.uk/parentzone/resources/index.asp>

Curriculum Levels

These describe the progression in learning and development of children and young people from age 3-18 years. In brief, these are

- **Early Level** - pre-school through to end of Primary 1.
- **First Level** - through to the end of Primary 4
- **Second Level** - through to the end of Primary 7
- **Third and Fourth Levels** - Secondary 1 - 3
- **Senior Phase** - Secondary 4 - 6



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

Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependant on individual circumstances and needs.

Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using interesting topics. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills. We are piloting our recent work on Curriculum Development, taking pupils' and parents/carers' views into account with regard to children's interests and our local community.

The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.

Key areas of Education

Literacy across learning,

Numeracy across learning and

Health and Wellbeing across learning

Experience - describes the **learning activity** taking place.

Outcome - describes **what the learning will achieve**.

For example - Knowledge, understanding, skills, awareness and attitudes.

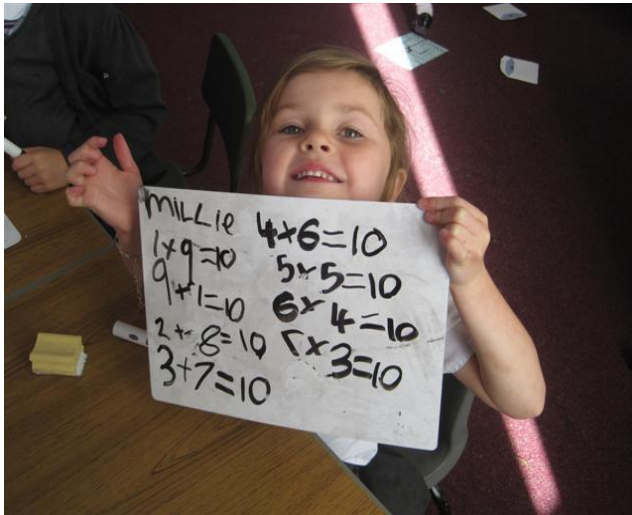
Rationale for the Curriculum in Seafield

Here are Seafield, in partnership with parents and pupils, we strive to provide a relevant and challenging curriculum with motivating learning experiences to prepare our children to play a meaningful role in the 21st century. We believe that each child should be given the opportunity to maximise their full potential and we are dedicated to planning and delivering coherent curriculum rooted in the local environment and community.

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. The following website page has more information on other subjects and knowledge covered by the curriculum:
<http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

Numeracy and Mathematics

There is now a much greater emphasis on practical interactive activities in Mathematics. We use a variety of resources, including Scottish Heinemann Mathematics, maths websites, games, number lines, number squares and other practical materials.



In addition to traditional calculations the children have regular mental maths practice, are set investigations, tackle problems and use calculators, computers and whiteboards in the course of their work.

Where possible this work is presented in context, for example - related to real situations.

Parents and carers can help develop children's understanding by reference to mathematics in everyday living such as numbers on the door, telling the

time, shopping, handling money, finding out how much water is used in the house in a day.

Literacy & English Language

Listening

This is a vital skill in a child's ability to learn and perhaps, surprisingly, does not come naturally to all children but must be developed by practice in listening to stories, listening to other people without interrupting, answering questions about what has been listened to and so on

Talking

This goes hand in hand with the above – one is transmitting and one receiving. To achieve communication children must be accomplished in both.

Again, perhaps surprisingly, being able to communicate through talk does not come naturally to all children but is a skill which can be taught. This is done through regular discussion, teaching children how to organise their ideas, developing confidence and extending vocabulary.

Reading



Reading is regarded as the "key" subject. Core materials are from the Oxford Reading Tree scheme with platform and extension readers being taken from a variety of sources. Reading is, however, not restricted to core reading books only but occurs daily from a wide range of sources within the classroom, i.e. their own and/or other children's stories, captions, labels, work cards, instructions, word and reading games.

In the teaching of reading, use is made of a variety of approaches e.g. Look and Say; Phonics; Use of context cues.

After a short time in school children will begin bringing home a reading book. Parents can assist children by listening to them read, helping, encouraging and discussing.

As children get older and seem to have grasped the basics, reading becomes no less important as they have to go on to master the higher order reading skills of comprehension, reading for meaning, developing an understanding of plot and character. The scheme used in the upper school is Literacy Links.

There must also be ample opportunity for the children to enjoy the reading experience. Reading for enjoyment is best appreciated when the pressure of progression is removed. To this end time is allocated for children to read less difficult material in order to enjoy a “good” story. To encourage and motivate pupils a computer based incentive scheme called Accelerated Reader is used.

To encourage children’s reading there is an Infant and a Senior Library as well as the reading schemes available, and there are book corners within each classroom.

Writing

This is dependent upon well-developed Listening and Talking skills and overlaps greatly with Reading.

It is perhaps the component of English that children find most difficult.

We begin teaching writing through “The Foundations of Writing” scheme which is based upon the child’s own experiences and this is carried on throughout the school with children’s writing being relevant, based upon the child’s experience, written for a purpose with an audience in mind. In this context spelling, handwriting, punctuation and grammar are also taught although these are also taught as separate specific lessons where necessary and appropriate. This is further developed as children move through the school by giving pupils experience of different types of writing, setting specific targets and success criteria.

One Plus Two

We are working to build an International School Community. We aim for all pupils to experience French and Upper Stages pupils to experience a second language where possible.

Health and Well Being

This core area is an increasingly important part of the curriculum and incorporates Physical Education and Personal and Social Education as well as promoting a healthy lifestyle which includes mental and emotional as well as physical well-being.

We use the New Jigsaw Whole School Health & Wellbeing Programme from Primary 1 – Primary 7, with linked Assemblies for all pupils.



Physical Education

This is an important element of the curriculum in its own right and also in building children's co-ordination and confidence. All children are expected to participate unless unable to do so for medical reasons, in which case this should be notified to the class teacher in writing.

Children in P4 – 7 have one lesson per week with a visiting specialist teacher and at least one more lesson with their class teacher.

Children in P1 – 3 have at least 2 sessions per week with their class teacher and additional lessons with the visiting specialists when time is available. The lessons are conducted in the large, well equipped hall, or on the playing field if the weather is suitable.

Personal and Social Education

We cover this aspect through Jigsaw New Health & Wellbeing Programme. This part of the curriculum is, perhaps, the foundation on which all else is built. Throughout our programme we aim to develop the children's confidence, self-esteem and social and moral values. We also try to involve members of the community such as the Police Schools Liaison Officer and the School Chaplaincy Team.

Expressive Arts

Art

Most P1 – P7 classes have lessons with the visiting specialist teacher as well as the class teacher. Art is an important form of expression and communication for children. This also develops co-ordination, control and visual perception. There is a specific Art Room and we call this the Creative Zone.

Music

All children work with the visiting specialist teacher as well as their class teacher.

There is a choir and recorder groups and all children have the opportunity to play a wide variety of percussion instruments.

Children who have an interest in playing the violin or trumpet can be tested for aptitude and if successful will receive lessons from a visiting tutor. There is a charge for this service.

Music also takes place in the Creative Zone.



Drama

This is also an important form of children's development. It incorporates many other subjects such as English Language and Personal and Social Education.

Primary 1 – 3 classes use the BBC Radio series "Let's Move" and "Time to Move" as a basis for their programme and older children use role play, published plays and their own writing.

On occasions the children may perform a play or give a presentation to other classes or the rest of the school.



Religious and Moral Education

Although the school promotes Christian values it does so in a non-denominational way. These values of caring for others, sharing, fairness and hard work are presented through specific RME lessons, through assemblies, through example by the teachers and also through the daily hidden curriculum of teaching them whenever the opportunity is presented in day to day life.

There is a weekly whole school assembly which is led by a class, our school Chaplaincy Team, the Head Teacher or Depute Head Teachers, School Committees, House Captains.

Special festivals are celebrated throughout the year, such as Harvest, Christmas, Easter.

The children learn about other major world religions, Hinduism, Islam, Judaism, Sikhism

Sciences, Social Studies, Technologies

The children learn through a theme based approach in which they are presented in a real life context.



Inter-disciplinary Studies

This area of development is SSIP focus again during Session 2018/19. See SSIP for details.

Digital Literacy

This is an increasingly important part of the curriculum and, indeed, is used as a tool in most other subjects.



In common with all Moray schools we have a networked system managed by the council's I.C.T. department. Our computer suite has 15 P.C.s and each class has its own machine.

All children have their own password and e-mail address. They will be taught to use e-mail, the internet, word processing, spreadsheet and information handling, as well as many other I.C.T. skills. There will

be more use of the National learning interface GLOW, and all pupils and Parents/carers will have access to this leading innovation in education.

This session, we are delighted to have focussed teaching time with Mrs McClure for pupils from P1-7 working on their Digital Literacy skills.

LIVING AND LEARNING

Each child will have his/her own strengths and areas for development; his/her own abilities and difficulties; his/her own interests and hobbies; his/her own questions to ask; his/her own pace of learning, so each child is different from all other children in

some respects, but all children have one thing in common – they are all developing and growing.

Seafield wishes to help and offer pupils guidance and opportunity to grow.

Sometimes our pupils will be listening, sometimes reading, sometimes writing, sometimes doing/making, sometimes talking a matter through with each other or a teacher, sometimes puzzling out why their own idea didn't work out as they expected, sometimes stating their own opinion coherently and courteously.



Religious Observance

The school teaches the learning outcomes and experiences set out in the Curriculum for Excellence.

The school is non-denominational. Religious Observance will take account of the predominantly Christian context within Moray but may also reflect other religious traditions. Assembly is held weekly and is led by the Head Teacher, School Chaplain, Teachers or classes. Assemblies are currently online.

Children may be withdrawn from Religious Observance at parents'/carers' request.

Homework

In P1-3 much of the children's homework will consist of Reading with, perhaps, some Spelling or Maths. It should take 10 - 15 minutes. Pupils in classes P4, P5, P6, and P7 are given a short piece of homework on Monday, Tuesday, Wednesday and Thursday evenings. It will consist of Maths or English and occasionally may be a practical activity or research as part of the Environmental Studies theme. The intention of homework is to develop a regular habit, reinforce work done in school and involve parents in their children's learning. This homework should take no longer than 20 – 30 minutes. If it takes longer please discuss it with the Class Teacher.

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 The Moray Council's website. Please refer to **Appendix A** for how to access this.

Information on *GIRFEC* (*"Getting it Right for Every Child"*) is available at: <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

In line with the Additional Support for Learning Act (2004) and Moray Council Policy, Seafield School follows a policy of inclusive education and tries to meet the needs of all children within the resources available.

At present the school has a PT Additional Support Needs, SfL Teachers (2.0), and a large team of Primary School Assistants. In addition the school is supported by a number of other agencies such as the Educational Psychology Service, Language Support Early Years and Speech and Language Therapy.

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 resolve the great majority of situations. To further help with this, you can contact Miss Stuart, who is the Additional Support Needs Co-ordinator in the school.

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, are experiencing any difficulties. When a child has been identified as requiring additional support, parents or carers will be notified and invited to come in to school to discuss the matter with the class teacher and/or the Support for Learning teacher.

A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have an LPS (Learner Profile Strategy) or **IEP** (Individualised Educational Programme) devised for them. Parents or carers who have concerns about their child's progress should make an appointment to discuss the matter with the class teacher in the first instance. A Child Plan may be established for pupils requiring support from outside agencies.

Assessment

Assessment is the cornerstone of good Learning and Teaching and it is important that information about children's progress is collected systematically and used for appropriate action. To this end we conduct start of year class assessments of the child's stage of development in reading, spelling, writing and maths in every class. Regular tracking of all children's progress takes place.

Children are assessed informally by their teachers on a day to day basis.

Assessment is crucial to tracking progress and planning next steps to enable quality learning to take place. Learners are greatly involved in this process so that they can take ownership of learning progression.

- 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

3. Diagnostic Tests

Where a child is having particular difficulties these tests may be used by the Additional Support Needs teacher to identify more precisely the form of difficulty.

The children's progress is recorded by the teacher and this information is communicated to parents in the annual report in the summer term. After this report is issued parents will have an opportunity to discuss it at an interview with the teacher. Parent/Teacher interviews are also held in November to address any problems early in the school session.

SNSA Testing is used in line with Scottish Government policy and in the early stages of the school, we are using Emerging Literacy assessment materials with pupils.

Parents can arrange an appointment to see the class teacher or Head Teacher at any time should they feel concerned. Appointments should be made through the school administrator.

Reporting

We continue to use our Reporting Calendar which has proved popular due to its more child-centred approach. However, due to restrictions, events are not possible at the moment.

Alongside daily or weekly Class Dojo and Glow Online Learning, the written report in Spring will advise how much progress has been made against targets set.

Monthly Family Learning for all pupils is proving popular where all parents and carers have the opportunity to share their child/children's learning.

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

Extra-Curricular Activities

Currently these are not being run in schools.

Contact: The Moray Council, Education and Social Care Address: Council Office, High Street, Elgin IV30 1BX Website: www.moray.gov.uk

Telephone: 01343 563374 **Fax:** 01343 563990 **Email:** educationandsocialcare@moray.gov.uk **Hours:** 8.45am - 5.00pm Monday to Friday

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01343 563890	http://www.moray.gov.uk/moray_standard/page_42597.html
Additional Support for Learning	01343 563374	http://www.moray.gov.uk/moray_standard/page_42567.html
Admission to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52987.html
Adverse Weather Procedures	Local school or 01343 563374	http://www.moray.gov.uk/moray_standard/page_53021.html http://schoolclosures.moray.gov.uk/ http://www.moray.gov.uk/moray_standard/page_40560.html
After School Clubs	01343 563374	http://www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	01343 563374	http://www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	01343 563374	http://www.moray.gov.uk/moray_standard/page_55580.html
Bullying	01343 563374	http://www.moray.gov.uk/moray_standard/page_52988.html
Childcare	01343 563374	https://www.scottishfamilies.gov.uk/
Children and Families Social Work	01343 563374	http://www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	01343 563900 03457 565656 (out of hours) 101 (Police Scotland)	http://www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	01343 563144	http://www.moray.gov.uk/moray_standard/page_55486.html

Moray Council A-Z	Telephone:	Web page address:
Community Care	01343 563999	http://www.moray.gov.uk/moray_standard/page_77362.html
Community Learning & Development	01343 563374	http://www.moray.gov.uk/moray_standard/page_39860.html
Curriculum for Excellence	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Data Protection	01343 563374	http://www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Education and Social Care	01343 563374	http://www.moray.gov.uk/moray_standard/page_43612.html http://www.moray.gov.uk/moray_standard/page_2069.html
Education Maintenance Allowance	01343 563338	http://www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	01343 563374	http://www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Local school	http://www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	01343 563374	http://www.moray.gov.uk/moray_standard/page_43903.html
Home Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Information for Parents and Carers Leaflets	01343 563374	http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html

Instrumental Instruction	01343 563374	http://www.moray.gov.uk/moray_standard/page_53005.html
Notes for Parents and Carers booklet	01343 563374	http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html

Moray Council A-Z	Telephone:	Web page address:
Learning and Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_44028.html http://www.moray.gov.uk/moray_standard/page_76320.html
Libraries & Information Services	01343 562600	http://www.moray.gov.uk/moray_standard/page_1472.html
Museums Service	01309 673701	http://www.moray.gov.uk/moray_standard/page_572.html
Parental Involvement & Parent Councils	01343 563374	http://www.moray.gov.uk/moray_standard/page_55068.html
Placing Requests	01343 563374	http://www.moray.gov.uk/moray_standard/page_49601.html
Pre-School Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Racial Equality	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
School Catchment Areas	01343 563374	http://findmynearest.moray.gov.uk/my_moray.php?pcode
School Contact Details	01343 563374	http://www.moray.gov.uk/moray_standard/page_55590.html
School Information Line	0870 054 9999 Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge	http://www.moray.gov.uk/moray_standard/page_40560.html

School Meals	01343 557086	http://www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	01343 563374	http://www.moray.gov.uk/moray_standard/page_55829.html
Sports Facilities	01343 563374	http://www.moray.gov.uk/moray_standard/page_2237.html
Swimming Pools	01542 882222	http://www.moray.gov.uk/moray_standard/page_74674.html
Transport (Pupils)	0300 123 4565	http://www.moray.gov.uk/moray_standard/page_1680.html http://www.moray.gov.uk/moray_standard/page_47797.html http://www.moray.gov.uk/moray_standard/page_56922.html
Travelling People	0300 123 4566	http://www.moray.gov.uk/moray_services/page_40313.html

Appendix B

Strategic School Improvement Plan 2020/21

Standards and Quality Report 2019/20



Moray Council

Seafield Primary and Nursery School

School Improvement Plan 2020/21

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN 2020-21

SCHOOL:	Seafield Primary School	QIO/QIM LINK:	Vivienne Cross, Stewart McLauchlan
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Priority 1					
Recovery Rationale - Equity for All - Family Learning					
Sources - Curriculum for Excellence in the Recovery Phase Guidance - Scottish Government					
Key links to Moray Education Priority Area(s):		<input type="checkbox"/> Raising Attainment and Achievement* <input type="checkbox"/> Learning, Teaching and Assessment* <input type="checkbox"/> Curriculum*			
		<input type="checkbox"/> Self-evaluation for Self-improvement <input type="checkbox"/> Supporting All Learners* <input type="checkbox"/> Leadership at all Levels			
NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
<input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> * Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> * Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people		<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> * Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> * <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> * <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> * 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> * 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> * 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7
Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Prioritise the physical, mental and emotional wellbeing of children, practitioners and families on their return to school Offer compassion and individual	Children can talk about their own wellbeing, share lockdown experiences; including successes and challenges	August 2020 – June 2021	All Staff, families, Seafield Community	<ul style="list-style-type: none"> Teachers' informal assessments HSL Records Seemis Pastoral Notes Key Workers' records Counsellors' progress updates 	

support as required	Children will feel well-supported and therefore engage in a more positive manner with school, their peers and the Recovery Rationale			<ul style="list-style-type: none"> • PEF Team observations • Child-Planning documentation for individual pupils
Applying the principle of Equity, consider how to provide additional and appropriate support where it is most needed; in order to maximise engagement with learning and continue to work to close the Poverty Related Attainment Gap	Children will access a tailored time-table and Curriculum, to meet their needs fully and start to close gaps evident following the lockdown period	August 2020 – June 2021	All Staff, families, Seafield Community	<ul style="list-style-type: none"> • Sample class and individual time-tables for pupils • Teachers' and Support Staff's informal assessments and observations • Pupils' work
Recognise and address the multiple barriers to learning, over the period of school closure that children and young people from disadvantaged backgrounds may have faced	<p>All children will access time for talking, socialisation, building resilience activities, play and outdoor learning, in order to build their general wellbeing in a positive manner</p> <p>Children's needs will be fully met through the provision of additional and appropriate support, to maximise engagement with learning and close the Poverty Related Attainment Gap</p>	August 2020 – December 2020	PEF Team, Key Workers, SLT, Class Teachers, Support Staff	<ul style="list-style-type: none"> • Teachers' Forward Planning paper work • Teachers' daily/weekly Planning • Teachers' Records' Files • HSL Records • PT ASN documentation for individual pupils • Sfl Team Planning and Record Keeping
<p>Recognise that we need to prioritise the physical, mental and emotional wellbeing of children and young people.</p> <p>Recognise that good Health and Wellbeing is fundamental to ensuring</p>	<p>All children will enjoy opportunities for communication and dialogue with school staff.</p> <p>SLT will use daily face to face opportunities to build dialogue with families at the start and end of the school day, at drop off and pick up time</p> <p>Children will take part in activities which build relationships and resilience. The benefits of play and outdoor learning will</p>	August 2020 – December 2020	Whole Staff Team, Seafield Community, families	<p>Themes of Resilience, Play, Outdoor Learning and Socialisation to be evidenced in</p> <ul style="list-style-type: none"> • Teachers' Forward Planning paper work • Teachers' daily/weekly Planning • Teachers' Records' Files • HSL Records • PT ASN documentation for individual pupils • Sfl Team Planning and Record Keeping • HT Daily Twitter and photos to respond to

that children and young people can engage effectively in their learning.	be factored into learning plans – including opportunities for learners to be physically active, to enjoy and learn about their natural environment and to relax.			<p>Seafield Community</p> <p>All pupils and their families will continue to access to our PEF funded school Counsellor, particularly where children are struggling with these themes</p>
Focus on Literacy, Numeracy, Health and Wellbeing	All pupils P1-7 will develop core Health and Wellbeing skills and strategies for self-help; using the JIGSAW Recovery Rationale as a consistent recovery programme throughout the school	August 2020 – June 2021	Whole Staff Team, Pupils P1-7	<ul style="list-style-type: none"> • Teachers’ informal assessments • Formal assessments at later stage in Session 2020/21 • JIGSAW Forward Planning and informal records • Tailored Curriculum records • Records of Engagement with GLOW Online Learning in Literacy and Numeracy home learning activities
<p>Evidence to support reduced bureaucracy/workload of teachers</p> <ul style="list-style-type: none"> • HT to provide In-Service and CPD opportunities with Health and Wellbeing focus to support all staff in their transition back to school • Ensure that informal observations, collegiate discussions are used where possible and appropriate • NEW stream-lined Seafield Curriculum Programmes • JIGSAW Whole School Health and Wellbeing Programme; to include Recovery programme for schools • Marking Policy – to include Covid 19 Guidance • Presentation and Standards Policy • Carefully time-tabled use of Support Staff and PEF Team, PT ASN and HT 				

Priority 2

Raising Attainment

Key links to Moray Education Priority Area(s):

- ☐ * Raising Attainment and Achievement
- ☐ * Learning, Teaching and Assessment
- ☐ Curriculum

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

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
<input type="checkbox"/> * Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> * Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> * Improvement in employability skills and sustained, positive school leaver destinations for all young people		<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> * Assessment of Children's Progress <input type="checkbox"/> * School Improvement <input type="checkbox"/> * Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> * <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> * 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7
Actions	Outcomes for Learners	Timescales	Responsible	Measure of Success	
<p>Fully embed Literacy, Numeracy, Technology and Health and Wellbeing progressions</p> <p>In response to our Attainment Data, we plan to put the following Extended Testing Programme in Literacy and Numeracy programme into our School Improvement Plan 2020/21</p> <ul style="list-style-type: none"> Teaching staff to devise Seaford summative assessments, to complement SNSA testing and formative assessment Invest in PIPS and INCAS Testing to supplement existing SNSA testing 	<p>Children will access a stream-lined coherent and progressive Curriculum in core areas, which addresses gaps in their Learning</p> <p>Children will access a wider range of summative assessments and will therefore be able to recognise gaps in their Learning which require focus</p>	<p>August 2020 – June 2021</p> <p>October 2020 – June 2021</p>	<p>SLT, Teaching Staff, Support Staff, parents and carers</p> <p>SLT, Teaching Staff</p>	<ul style="list-style-type: none"> Evidence in all Teachers' Forward Plans Evidence from Learning Visits to classes by SLT Teachers' Assessment Folders SNSA, PIPS and INCAS Scores in line with comparator schools Nationally Improved Attainment – June 2021 	

programme				
Allocation of PEF to roll out Emerging Literacy Programme for pupils identified through screening	Children in P1-3 will continue with Northern Alliance Emerging Literacy Early Intervention Programme	August 2020 – June 2021	PT ASN, DHT, Infant Teaching Staff, PEF CAs	<ul style="list-style-type: none"> Almost all P1 pupils to achieve Early Level by June 2021
Teaching staff to engage with Education Scotland Attainment Adviser in order to develop confidence in professional judgement with regard to awarding Curriculum levels	Children will be able to reflect on Tracking Attainment and Achievement; 'Work with families to build knowledge of the Language of Learning throughout the school' (Head of Service and Primary Adviser Visit, March 2020)	August 2020 – June 2021	SLT, Teaching Staff, Pupils, Parents/Carers, Educations Scotland Attainment Adviser	<ul style="list-style-type: none"> Improved Attainment levels in Teachers' Professional Judgement Return June 2021
Continued Moderation work as a school and ASG to improve staff confidence in Teachers' Professional Judgements, to complement Attainment data from SNSA testing programme; ASG focus to be agreed by HTs August 2020	Children's work will be moderated against work from ASG Schools to develop consistency in standards; ASG pupils will develop a shared understanding of expectations at each level	August 2020 – June 2021	ASG HTs, ASG Teaching Staff, ASG pupils	<ul style="list-style-type: none"> Evidence/Records of pupils' work and teachers' notes (anonymous) from ASG Moderation sessions
Embed the use of the Moray Tracker – pick up from Spring 2020 entry, staff CPD refresher to be booked as part of Collegiate Calendar	Children to understand their Attainment levels, gaps and targets for Session 2020/21	August 2020 – June 2021	SLT, Teaching Staff, Pupils	<ul style="list-style-type: none"> Pupils' Attainment - Almost all pupils are in line with expected progress for age and stage, by June 2021
Data Coach day weekly to be used to continue with pilot Tracking			Primary PT,	

Achievement system started, Session 2019/20 with Primary PT; PEF day out of class weekly	In addition to accessing Literacy and Numeracy Attainment data, children will be able to track their overall Achievements from P1-7 and record and display these	October 2020 – June 2021	Teaching Staff,SLT	
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Priority 3

Curriculum – Listening and Talking

Key links to Moray Education Priority Area(s):

- ☐ * Raising Attainment and Achievement
- ☐ * Learning, Teaching and Assessment
- ☐ * Curriculum

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

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGios?4 QIs:	
<input type="checkbox"/> * Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> * Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> * Improvement in children and young people's health and wellbeing <input type="checkbox"/> * Improvement in employability skills and sustained, positive school leaver destinations for all young people		<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> * Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> * School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> * <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> * <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> * 2.2 <input type="checkbox"/> * 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> * 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7
Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Utilise Seafield Baseline Assessment materials in Listening and Talking to assess children's skills	Children will understand their Listening and Talking level, gaps in learning and targets set; in line with aCfE Benchmarks appropriate to their age and stage A Seafield Listening and Talking progression framework will be developed; to include the planning of opportunities for Assessment of Listening and Talking and systems to record progress	August 2020 – October 2020	SLT, Teaching Staff	<ul style="list-style-type: none"> Record keeping paper work shows clear and concise detail for all pupils P1-7, in terms of Listening and Talking Skills Improved and enhanced teacher practise, in addition to Learners' Experiences 	
Utilise Seafield Listening and Talking Programme to plan differentiated Learning for all	Children will experience a more coherent and cohesive Listening and Talking Curriculum; with involvement in Planning to identify gaps in their Learning	October 2020 – June 2021	Teaching Staff	<ul style="list-style-type: none"> Tracking information shows pupils' progress through Seafield Listening and Talking Programme/Skills Progression 	

pupils from P1-7				
To raise awareness in our Seafield Community of Audience and Purpose; to include face to face, online and Social Media communications	Children will be able to demonstrate a clearer understanding of Audience Awareness and how to listen and talk appropriately in a wide range of situations	August 2020 – June 2021	HT, SLT, Teaching Staff, Support Staff, Seafield Community, parents and Carers	<ul style="list-style-type: none"> Improved communications throughout our Seafield Community, demonstrating audience awareness and purpose; showing awareness of Seafield's Vision and Values
Listening and Talking included in class weekly time-tables, as a clear focus at every stage of the school	<p>Children will benefit from carefully planned and differentiated Talking and Listening weekly; at all stages of the school from P1- P7</p> <p>This may include:</p> <ul style="list-style-type: none"> P1-3 Show and Tell with parental involvement/Family Learning opportunities, Circle Time, JIGSAW Health and Wellbeing Talking and Listening activities, Listening comprehensions, Newsround P4-7 Solo Talks parental involvement/Family Learning opportunities, Circle Time, JIGSAW Health and Wellbeing Talking and Listening activities, Listening comprehensions, Newsround, In the News 	August 2020 – June 2021	Teaching Staff, SLT	<ul style="list-style-type: none"> Teachers' assessments/record keeping will show a clearer understanding of current affairs, both local, National and World news; as a result of improved Talking and Listening skills Children, their families and teachers will use clear criteria when preparing Show and Tell (P1-3) or Solo Talks (P4-7) to assess skill level in Listening and Talking Teachers and Support Staff will observe and record improvements in children's Listening and Talking skills throughout the classroom environment during the working week; with particular focussed activity being on Circle Time or JIGSAW Health and Wellbeing
Highlight Current Affairs and Media Studies to pupils from P1-7 to include	Children's Listening and Talking skills and knowledge of both the World	October 2020 – June 2021	Teaching Staff	<ul style="list-style-type: none"> Improved knowledge of current affairs, the media, local, national and World news

local, National and World news; as appropriate to their age and stage	around them and the wider World will develop and improve; evidenced by careful teacher assessment and record keeping			
Invest Budget 2020/21 in developing high quality Listening and Talking materials for all stages of the school from P1- P7	Children's skills in Listening and Talking will develop in a cohesive manner following a skills' progression, ensuring that gaps are evident and can be addressed by Teaching Staff and Support Staff Team	August 2020 – June 2021	HT, SLT	<ul style="list-style-type: none"> Improvements in Listening and Talking are clearly evidenced through Teacher Planning, Learning, Teaching and Assessment
Evidence to support reduced bureaucracy/workload of teachers <ul style="list-style-type: none"> Listening and Talking materials invested in and rolled out from P1-P7 Collegiate Calendar – allocation of time for CPD and In-Service for teaching Staff on Talking and Listening NEW Forward Planning and Record Keeping Listening and Talking paper work Pilot Seafield electronic Reporting/Profiling tool 				

Appendix B

Strategic School Improvement Plan 2020/21

Standards and Quality Report 2019/20

**Moray Council
Seafield Primary School**

STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 2019/20



Context of the School

Seafield Primary School serves the north side of the town of Elgin and boasts a very diverse school community. The catchment area encompasses both areas where parents are in employment and also those at the lowest end of the Scottish Index of Multiple Deprivation. Pupil Equity Funding has been used to employ a team of staff to meet pupils' needs in the 3 core areas of Literacy, Numeracy and Health and Wellbeing comprehensively. In order to support all pupils more fully, considerable MOD funding has been accessed and used to develop a holistic approach to Health and Wellbeing. Military pupils from both Army and RAF families particularly benefit from this funding. We celebrate 18 languages, with over 40 children learning English as an Additional Language. The school's Vision and Values were refreshed in order to reflect the Aim of the whole school community, with this pivotal piece of work being completed for the start of Session 2018/19 and constantly reviewed and referred to.

Seafield has been recently renovated and upgraded, with expenditure being in the region of £6 Million. The building was officially reopened on 15th September 2017, with Seafield Official Opening being a huge celebration for pupils, staff, parents and the wider community. Parents, Pupils, Staff and the wider community have commented on the positive impact of the upgrade and how well the school community benefit from the improved Learning environment.

We have 365 Primary pupils and 14 classes this session. Our 16.2 Teaching Staff include 1 HT, 2 DHTs, 1PT, 1 PT ASN and a large team of Support Staff. The Senior Management Team consists of a Head Teacher and 2 Depute Head Teachers, who each have a teaching commitment of 0.4FTE. Our 80 place Seafield Nursery is separately run and is managed by a Nursery Manager.

Our attendance has risen to over 95% (Seemis August 2019/March 2020) so is in line with the Moray average. The increase in this and decrease in lateness is largely due to work with families, in particular, the Home School Link Worker and Child Counsellor who work closely to support families.

Covid 19 Response

Session 2019/20 has been a particularly challenging school year due to the Covid 19 Lockdown. Some families have found the challenges too great to bear and this is where we have seen such a negative impact on children's wellbeing and engagement in Learning. Session 2019/20 has been a year with more use of technology to enable children to learn from their homes, within a short period of time. At Seafield, the use of GLOW for home learning was variable, however we established additional Pastoral Care systems to ensure some level of engagement for all our pupils. On collecting this data at a single point in lockdown, our pupil engagement was as high as 74%. For further details of lockdown support for families, please see detail in May and June Newsletters, GLOW online Learning for every class, Key Worker System, Seafield Community Larder @moray food plus at Seafield, Nurture Room online, Seafield Child-Care Hub and @SeafieldHT daily Twitter updates.

Pastoral Care Systems

The Pastoral Care systems our staff team have supported are as follows:

- Key Workers ~ Issued with packs, mobile phones and notebooks to check in weekly with specific families
- Paper Packs ~ During the earlier stages of lockdown, our Support Staff were involved in getting Paper Packs of Learning to children who were struggling to access work online. This was between 60 and 70 pupils, as high as 20% of children, a high percentage in comparison to our ASG Schools
- Hub Staff ~ Our Support Staff have ably manned Seafield Hub, bringing their experience to working in a challenging Child-Care environment
- Moray Food Plus ~ As you know, this facility was open daily for all families and has largely been manned by our volunteers
- GLOW Online and Microsoft Teams ~ these systems have been crucial to all children for their online Learning, we have managed to provide laptops for those who required

Seafield Highlights 2019/20

- Curriculum Leadership work – The completion of our Seafield Curriculum, has continued through lockdown, we are now almost ready to post our Parent/Carer Curriculum Booklets with details of our Programmes of Study on our NEW website to share with you as parents and carers
- Curriculum - focussed Family Learning – We took your views into account (Parent Questionnaires 2018/19) and rearranged our Family Learning sessions, to include changes to times and having a whole school focus. Sessions on Literacy, World Book Day and also JIGSAW – NEW Health and Wellbeing Programme, for whole school proved popular. Our P7 pupils did a sterling job with their information area in school reception
- Seafield App from AppsCentral has been gradually replaced with Expressions App from SEEMIS. You will only receive communications from Expressions as of the August term
- NEW Seafield GLOW Website and Blog – Thank you again to Mrs McClure, this is a fantastic resource to tie in with Glow online learning and it has proved invaluable during lockdown as a ‘go to’ for our different pupil groups and classes
- @SeafieldHT - Ongoing daily Twitter updates, automatically feeding into our NEW Seafield Website. Twitter has been a great means of sharing NHS, Scottish Government, Moray Council and Seafield Child-Care Hub information with you all. We have almost 500 followers
- Continuation of NEW Tracking system for all pupils, to track individual progress more clearly
- External Audits – August Education Scotland and Moray Council Self-Evaluation visit and Head of Service and Primary Adviser Visit, March.

Pupils’ Views March 2020, Head of Service and Primary Adviser Visit

- The school accommodates children’s needs and teachers are patient and kind

- The school recognises the diversity of people within the school and their importance
- The Health and Wellbeing programme was identified as a strength and the use of the programme 'Jigsaw' was identified as positive especially in allowing children to explore their dreams and goals for life

School Priority 1: Curriculum Leadership 2

Key links to Moray Education Priority Area(s):

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

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

Progress and Impact

- Revision of Curriculum Rationale format, displayed in school and on electronic platforms – clarity of what we are trying to achieve as a unique school community
- Curriculum Leadership Groups’ work to date recorded on Seafeld GLOW Staff Team – for full range of Curricular areas
- Seafeld complete range of Parent/Carer Booklets with details of Programmes of Study as they appear on our website, as a result of Curriculum Leadership work, sessions 20018/19, 2019/20
- Positive impact of Emerging Literacy Programmes being seen (P1 data/Phonological Awareness Screening 2019/20 – almost all P1 pupils on track to achieve Early Level in Literacy in June, pre-lockdown)
- Impact of Nurture programme being seen – fewer time-out slips, behaviour incidents, exclusions recorded on SEEMIS Pastoral Notes/Pupil Records for Session 2019/20 (excluding lockdown period)
- Samples of Teacher Forward Planning and PLN notes/Learning Visits show more consistent use of Seafeld Programmes of Study throughout the school (See extracts from Moray Council/Education Scotland Audit/Head of Service/Primary Adviser Visit, Seafeld Professional Learning Network booklets 2019/20)

Head of Service and Primary Adviser Visit March 2020

- As planned, further develop the Curriculum Rationale in line with the national refresh of the narrative around Curriculum for Excellence, fully embracing key design principles across the four contexts for learning and reflective of the local context

Next Steps

- Revisit Curriculum Rationale with all staff, to include new staff 2019/20 and reissue to all stakeholders
- Self-Evaluate, refine Seafield Programmes of Study – final copy, Collegiate Calendar 2020/21
- Embedding of Literacy, Numeracy, Technology and Health and Wellbeing progressions
- Teaching staff to devise Seafield summative assessments, to complement SNSA testing and formative assessment
- Invest Budget 2020/21 in high quality commercially produced Listening and Talking Programme
- Continue to allocate budget to ICT/Digital Literacy time for pupils from P1-P7 where possible – use non-contact time to facilitate this
- Parent/carer involvement in giving feedback on finalised Programmes of Study (Action Plan 2019/20)

Priority 2

School Priority 2: Family Learning/Pupil Equity Funding

Key links to Moray Education Priority Area(s):

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

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

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

Progress and Impact

- JIGSAW Health and Wellbeing Pupil-led Assemblies to develop **whole school** awareness of core JIGSAW Skills which fit with our Seafield Vision and Values (Assembly Programme; August 2019 – March 2020)
- Home School Link Worker engaged with families, particularly children's parents and carers, to support mental and emotional wellbeing, improve attendance and ultimately improve Attainment (HSL Worker PEF Funded has engaged with over 30% of families throughout 2019/20 to support attendance, children's and adults' mental health, behaviour, engagement with education)
- Outdoor Learning 1 day weekly – Small groups to develop skills in these areas within a smaller group context and less-formal learning environment, approximately 8-10% of our school roll have benefited from this work, developing resilience, co-operation and independence outdoors (Evaluation discussion June 2020 with HT)
- Child Counselling PEF Funded – 1 day weekly, at any one time approximately 8% of families on our roll work with Donna Davies, child and adult Counsellor. Impact is greater engagement with school and learning (Seemis Pastoral Notes/Behaviour Records 2019/20)

Education Scotland and Moray Education Self-Evaluation Project, Thursday 12th September Feedback from Pupil and Staff Focus Groups

- It was felt with QIs 3.1 Health, Wellbeing, Equality and Inclusion and 3.2 Leadership of Learning; that the overall picture was more positive, there was evidence to show that these grades would be nearer Good than Satisfactory
- A range of data was presented, both qualitative and quantitative (Data journey, PEF chronology, PEF folios)

- Parents and carers reported that SLT deal with issues raised quickly, were open and wanted to engage
- It was acknowledged that Health and Wellbeing progress can be immeasurable, so the impact of interventions such as PEF may not be seen for some time in Attainment data

Next Steps

- Teachers' Professional Judgements – Work with Attainment Adviser Session 2020/21 (Seafeld Attainment Response July 2020)
- Continued ASG Moderation on Literacy/Numeracy – focus to be agreed by ASG HTs August 2020
- Situational Poverty – Work with Education Scotland In-Service 2020 August, to be rescheduled due to Aberdeen spike in Covid 19
- New refined PEF Team and programme for Session 2020/21(Issued in September Newsletter)
- Track and monitor the overall quality of Pupils' Achievement from P1-7 – PT Data Coach day weekly to be used to continue with pilot system started, Session 2019/20
- Moray Food Plus NOURISH Programme for targeted pupils and their families – to improve pupils' and their families' Nutrition and wider Health and Wellbeing through re-establishing a Nourish Programme in 2020/21 (Children in Scotland Funding, sourced by Food Plus)
- Continue to release PT as PEF Data Coach 1 day weekly – to work with Teaching Staff 1 to 1 to focus on Attainment Data and Tracking, to tighten teacher planning and challenge for all pupils. All teaching staff to continue with Moray Tracker, to challenge and support pupils within class through differentiation and also using wider school support systems
- Build in Pupil Reflection to Tracking Attainment and Achievement; work with families to build knowledge of the Language of Learning throughout the school (Head of Service and Primary Adviser Visit, March 2020)
- Continue Emerging Literacy in P1-3 Early Intervention Programme – PEF Classroom Assistant time to be allocated 2020/21

Priority 3

School Priority 3: National Improvement Framework – Raising Attainment and Achievement

Key links to Moray Education Priority Area(s):	<input checked="" type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Curriculum	<input type="checkbox"/> Self-evaluation for Self-improvement <input type="checkbox"/> Supporting All Learners <input type="checkbox"/> Leadership at all Levels
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NIF Priorities:		NIF Drivers:		Children’s Services Plan:		HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy		<input type="checkbox"/> School Leadership		<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing	<input type="checkbox"/> 1.1	<input type="checkbox"/> 2.1		
<input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children		<input type="checkbox"/> Teacher Professionalism		<input type="checkbox"/> <u>Priority 2</u> – Safeguarding	<input type="checkbox"/> 1.2	<input type="checkbox"/> 2.2		
<input type="checkbox"/> Improvement in children and young people’s health and wellbeing		<input type="checkbox"/> Parental Engagement		<input checked="" type="checkbox"/> <u>Priority 3</u> – Poverty	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.3		<input type="checkbox"/> 3.1
<input checked="" type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people		<input type="checkbox"/> Assessment of Children’s Progress		<input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4		<input checked="" type="checkbox"/> 3.2
		<input checked="" type="checkbox"/> School Improvement			<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.5		<input type="checkbox"/> 3.3
		<input checked="" type="checkbox"/> Performance Information				<input type="checkbox"/> 2.6		
						<input type="checkbox"/> 2.7		

Progress and Impact

- Attainment Data return June 2020 disappointing due to lockdown, it is felt that levels awarded in Teachers' Professional Judgements were cautious due to these challenging circumstances and variable engagement with online Learning

The Poverty Related Attainment Gap, August 2020

Considering 'Change over Time' from 2016 – 2019, the school has made significant improvements in First Level Listening and Talking, Reading and Writing and marginal improvements in Second Level Numeracy. Difference over age and stage indicates that there has been a decline in Attainment from P1- P4, however a significant improvement from P4- P7, with the exception of Numeracy, which has remained static.

Attainment Summary Response July 2020

Examining the SNSA electronic testing data against Teachers' Professional Judgements for Session 2019/20, our TPJ is cautious due to Covid 19 Lockdown and pupils learning from home. Degrees of success with GLOW online learning were variable for our pupils, depending on supports available at home. Our Pastoral Care supports did see almost a 74% engagement from families, although we recognise that in some cases this was through Key Worker and Home School Link support in providing paper packs or laptops in a small number of cases.

- Elgin Academy ASG event at Seafield, Spring 2020 – Moderation of Writing, positive feedback from staff on working with colleagues to share understanding and expectations for each level (See evaluations)
- Health and Wellbeing JIGSAW Programme – All classes actively engaging (See Teachers' Forward Planning 2019/20)
- New and improved Monthly Family Learning well-attended – with whole school focusses on Literacy/Reading, World Book Day and Health and Wellbeing – JIGSAW

Data extract from Young Leaders of Learning - Visit to Seafield Primary School on Wednesday, 26th February

Tickled Pink

- Sometimes getting to pick class topic from a choice given by the teacher
- Feelings keyrings (Good to be Green) to share how pupils are feeling about their learning and get help if they need it
- Jigsaw was a good resource to help the children to share emotions/empathise with others/build different skills
- Different class/school jobs e.g. Eco Council, Pupil Council, let pupils have their views listened to
- Boards in reception to share progress/achievements with each other/parents and carers

Green for Growth

- Find some more ways for the pupils to be involved in sharing their progress with parents/carers
- Teachers could give pupils more choices in learning where possible
- More pupil responsibility opportunities – not everyone gets on
- Staff could ask pupils views more often

Next Steps

- In response to our Attainment Data, we plan to put the following **Extended Testing Programme in Literacy and Numeracy** programme into our School Improvement Plan 2020/21
- Moderation work as school and ASG to improve staff confidence in Teachers' Professional Judgements, to complement Attainment data from SNSA testing programme
- Invest in PIPS and INCAS Testing to supplement SNSA testing programme
- Teaching Staff to devise summative assessments in Literacy and Numeracy to complement SNSA Testing and formative assessments (Ensure clear coverage of Money and Currency)
- Commercially produced Listening and Talking programme to ensure better coverage of Curriculum in this area
- Continue to use Moray Tracker – pick up from Spring 2020 entry, staff CPD refresher to be booked as part of Collegiate Calendar
- Teaching staff to engage with Education Scotland Attainment advisers in order to develop confidence in Teachers' Professional Judgement with regard to awarding Curriculum levels
- New Seafield Reporting/Profiling method to be piloted during Session 2020/21

Appendix C – Promoting Positive Behaviour

Good To Be Green

The Golden Rules

Do be kind and helpful
Do be gentle
Do listen
Do work hard
Do be honest
Do look after property

These are the rules we need to keep
If we want to be good all week

