

# Applegrove Primary School



## Handbook 2024-2025





# *Inspire, Include, Improve*

## Contents

|   |    |
|---|----|
| INTRODUCTION.....   | 4  |
| Orchard Road, Forres, IV36 1PJ.....                         | 4  |
| School Security.....  | 4  |
| Senior Leadership Team .....                                | 7  |
| Class Teachers .....  | 7  |
| Additional Support Needs Teachers .....                     | 7  |
| Music Instruction.....                                      | 7  |
| Vision and Values at Applegrove .....                       | 9  |
| Values .....  | 9  |
| "Everything we learn today prepares us for tomorrow." ..... | 10 |
| Curriculum for Excellence .....                             | 11 |
| Curriculum at Applegrove .....                              | 12 |
| Religious and Moral Education.....                          | 22 |
| Religious observance.....                                   | 22 |
| Varied Learning Methods.....                                | 23 |
| Enrolment and Transferring .....                            | 24 |
| New Pupils.....   | 25 |
| Transfer from other schools.....                            | 25 |
| Transition from Primary 7 to the Academy .....              | 25 |
| Address: Forres,.....                                       | 25 |
| Contacting Applegrove Primary .....                         | 26 |
| Reporting Absence .....                                     | 26 |
| Family Holidays during term time.....                       | 26 |
| School Telephone Information Line.....                      | 26 |
| Reporting to Parents/Carers .....                           | 26 |
| Shared Learning.....  | 27 |
| Parental Involvement.....                                   | 27 |

|  |                                     |
|--|-------------------------------------|
| Parent Organisations .....                                   | 28                                  |
| Information for Parents and Carers.....                      | 29                                  |
| Medication.....  | 29                                  |
| School Improvement Plan (SIP) .....                          | 29                                  |
| Wider Achievements at Applegrove .....                       | 29                                  |
| Houses.....  | 30                                  |
| Meal Arrangements.....                                       | 35                                  |
| Uniform.....   | 36                                  |
| House T-shirts .....   | 36                                  |
| Not Permitted .....  | 37                                  |
| Transport.....   | 37                                  |
| Bicycles .....   | 38                                  |
| Data protection.....   | 39                                  |
| Privacy Statement.....                                       | 39                                  |
| Data about our pupils/children and their families .....      | 39                                  |
| Data about pupils/children at school/within ELC setting..... | 40                                  |
| Data about when and where they go after they leave us .....  | 40                                  |
| Sharing personal data to support Wellbeing .....             | 41                                  |
| Named Person.....  | 42                                  |
| APPENDIX A Moray Council A-Z .....                           | 44                                  |
| APPENDIX B School Improvement Plan .....                     | 48                                  |
| APPENDIX B – School Improvement Plan .....                   | <b>Error! Bookmark not defined.</b> |

Date of Issue: 9<sup>th</sup> December 2024

'The information contained within this Handbook is correct at the time of publication, and is updated annually'.

## INTRODUCTION

|                            |  |
|----------------------------|--|
| Head Teacher               | Miss Heather Murray  |
| Depute Head Teacher        | Mrs Arlene Hunter  |
| Acting Depute Head Teacher | Mrs Alison Cairns  |
| School Telephone Number    | 01309 672367   |
| E-mail                     | <a href="mailto:admin.applegrovep2@moray-edunet.gov.uk">admin.applegrovep2@moray-edunet.gov.uk</a> |
| School Website             | <a href="http://www.applegrove.moray.sch.uk">www.applegrove.moray.sch.uk</a>                       |
| Twitter Account            | <a href="https://twitter.com/Applegroveps">@Applegroveps</a>                                       |
| School Address:            | Applegrove Primary School,   |

Orchard Road, Forres, IV36 1PJ

Pin line Dial 0870 054 9999 • Enter school pin: 031110

Opening Times:

|                   |                  |
|-------------------|------------------|
| School Begins     | 9:00 am          |
| Morning Intervals | 10:30 - 10:50 am |
| Lunch Time        | 12:30-1.25pm     |
| School Closes     | 3.15 pm          |

### Service Aims -

The Service Aims are available from the internet at:-  
[www.moray.gov.uk/moray\\_standard/page\\_43612.html](http://www.moray.gov.uk/moray_standard/page_43612.html)

### School Security

During the school day all external doors are locked. Access for parents and visitors is by the Main Door only using an intercom system. All parents or visitors are asked to sign in at Reception where a badge will be issued. Parents and visitors are asked to wear these badges whilst in the building and return them and sign out before leaving the building. All Moray Authority staff wear ID badges (bearing name, post and photograph).

We appreciate the support we receive from parents in operating these procedures which are for the protection of pupils and staff.

To further these procedures we ask that any parent who wishes to contact a member of staff should telephone or email, in advance, to arrange an appointment and inform office staff of the nature of the enquiry, where this is appropriate. This will ensure that staff are available and prepared for your visit.

### **School calendar: 2024-2025**

#### **Autumn**

In-Service Closure: Monday 12 August 2024

In-Service Closure: Tuesday 13 August 2024

Term starts: Wednesday 14 August 2024

Term ends: Friday 4 October 2024

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

#### **Winter**

Term starts: Monday 21 October 2024

In-Service Closure: Monday 11 November 2024

In-Service Closure: Tuesday 12 November 2024

Term ends: Friday 20 December 2024

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

#### **Spring**

Term starts: Monday 6 January 2025

In-Service Closure: Thursday 13 February 2025

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

Term ends: Friday 28 March 2025

Spring holiday: Monday 31 March - Friday 11 April 2025

#### **Summer**

Term starts: Monday 14 April 2025

Good Friday holiday: Friday 18 April 2025

May Day holiday: Monday 5 May 2025

Term ends: Friday 27 June 2025

Please note that Applegrove Primary School is within the Forres Associated School Group (ASG) and will have an extra day of holiday on Tuesday 18<sup>th</sup> February 2025.

School Term Dates are available on the internet at The Moray Council and can be found on the following link - [http://www.moray.gov.uk/moray\\_standard/page\\_55829.html](http://www.moray.gov.uk/moray_standard/page_55829.html)

## **Applegrove Primary School - Staff List - January 2025**

### **Senior Leadership Team**

Head Teacher - Miss Heather Murray

Depute Head Teacher - Mrs Arlene Hunter

Acting Depute Head Teacher - Mrs Alison Cairns

Principal Teacher (Additional Support Needs) - Mrs Ruth White

### **Class Teachers**

P1 - Mrs Louise Hamilton

P1/2 - Ms Jodie Clarke

P2/3 - Mrs Sarah Travis

P3/4 - Mrs Claire Brown

P4 - Mrs Sharon Wilson

P5B - Miss Nancy-Lee Brown

P5CC - Mr Owen Crews

P6A - Miss Maisie Charteris

P6Mc - Miss Lois McClements

P7A - Mr Scott Black

P7H - Mrs Catriona Horne

### **Additional Support Needs Teachers**

Mrs Erin Fraser

Mrs Marisa Christie

Mrs Arlene Hunter

### **Visiting Specialists**

Music                Mrs Laura Norman

### **Music Instruction**

Violin                Rachel Lewtas

**Administrator**

Mrs Kirsten Allan

**Janitor**

Mr Brian Milne

**Pupil Support Assistants**

Mrs Anne Marie Whiting

Mrs Adeline Fawcett

Mr Spencer Manclark

Mrs Emma Witkowski

Mrs Pipp Judd

Mrs Natalia Fraser

Mrs Angela Hendry

Mrs Mel Garrow

Miss Katie Lyne

Mrs Caroline Ross

Mrs Sue Galbraith

Mrs Jill Hampson

Mrs Kate Bobrus

Mrs Anne-Marie Whiting

Mrs Emma Smithies

Mr Tom Salway

Miss Rainbow Gadalla

Miss Ashleigh Milne

**Catering Staff**

Cook and supervisor - Mrs Sue Matthews

Assistant Cook - Miss Michelle Stalker

Catering Assistants -

Mrs Nina Neill

Mrs Marlene Walker

Mrs Lucy Fraser

Mrs Fiona Phimister

Miss Lindsay Paton

**Police Liaison Officer**

PC Stephanie Bayliss

**Pupil Support Workers**

Miss Jessica Warden

Mrs Amy Pemberton -

Armed Forces

**Classroom Assistants**

Mrs Alex Ellwood

Mr Ben Holmes

Miss Hannah Caudle

**Children's Supervisor**

Mrs Claire Stephen

**Family Link Worker**

Mrs Johanna George-Smithson

**Teacher of Raising****Attainment**

Mrs Laura Thompson

**Cleaning Staff**

Charge Hand Cleaner -

Miss Teresa Grant

Cleaners -

Mr Tom Salway

Miss Kirsty Cox

Mr Allan Stewart

Miss Nicky Hope



## Vision and Values at Applegrove

### Our Vision

Applegrove is an inclusive, nurturing school where everyone grows and learns together.

### Values

Our Values are principles, which drive our positive relationships at Applegrove. We reflect on these during weekly assemblies and celebrate our achievements with these



#### INCLUSIVE

"Applegrove is an inclusive school, teachers include all children and pupils are very welcoming to others joining in games and learning at the school. We have great facilities and access for all pupils."



#### HONESTY

"Applegrove Primary is a very honest school, the pupils are honest by giving clear recounts of tricky situations and teachers show honesty by treating all pupils as individuals."



#### RESPECT

"Respect is one of the four values at Applegrove, pupils show this by listening to their peers and teachers when asked to. Teachers show respect by being fair and treating us equally."



#### KINDNESS

"Applegrove shows kindness in a number of ways, simply just saying hi in the corridor or giving a hand in the playground. The teachers will also support us if we are upset or have any problems."

values through our Apple Achievement Award assemblies. These values help to influence our actions and attitudes. We asked P7 pupils what the different values mean to them -

### **Curriculum Rationale**



We are in the process of refreshing our Curriculum Rationale at Applegrove Primary. Our staff team are working hard to collate views from all partners to our school community to ensure that our curriculum is relevant, progressive and exciting for our learners. Our rationale provides a context for what we teach at Applegrove and why we teach it.

**"Everything we learn today prepares us for tomorrow."**

Every child in Applegrove is an important person with particular interests and needs. To ensure that the school is a happy, secure and successful place for our children we need the support, understanding and interest of parents. The purpose of this school handbook is to give an overview of the school and the education it seeks to provide.

## Curriculum for Excellence

Children at Applegrove are encouraged and supported to be 'successful learners', 'confident individuals,' responsible citizens' and 'effective contributors'. These are the four capacities outlined in Curriculum for Excellence.

| Successful Learners  | Confident Individuals   |
|--|---|
|  |  |
| Responsible Citizens   | Effective Contributors  |



## Curriculum at Applegrove

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. All children and young people have an entitlement to provision of an excellent education so that they develop skills for learning, life and work. Curriculum for Excellence is, therefore, the framework for all learning at Applegrove.

You can access further information about the curriculum and supporting your child on:

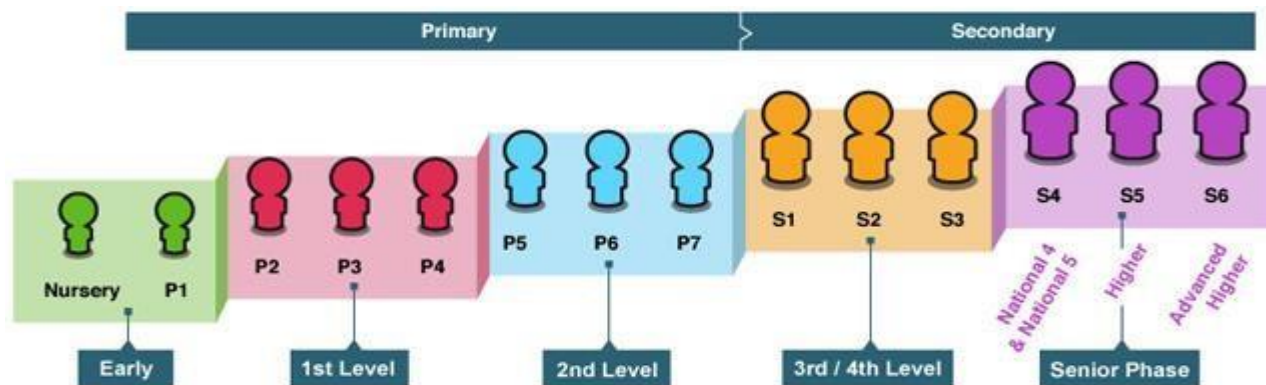
- <http://www.LTScotland.org.uk/Parentzone>
- <http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>
- <http://www.educationscotland.gov.uk/parentzone/resources/index.asp>

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.



## Curriculum Levels

These describe the progression in learning and development of children and young people



from age 3-18 years. These are:

Picture copyright

BBC website

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.

At the beginning of each term, parents should receive a proforma detailing the specific learning to be taught in the class.

## 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**.

e.g.,

Knowledge, understanding, skills, awareness and attitudes.

| The Seven <b>Principles</b> -  | The Eight <b>Curriculum Areas</b> –  |
|--|--|
|  <p>The diagram illustrates the seven principles of the Quality Curricular Policy. A central yellow circle labeled 'Quality Curricular Policy' is connected by black lines to seven surrounding colored circles: an orange circle at the top labeled 'Personalisation and Choice', a light blue circle at the top-right labeled 'Relevance', a green circle at the bottom-right labeled 'Coherence', a red circle at the bottom labeled 'Challenge and Enjoyment', a magenta circle at the bottom-left labeled 'Breadth', a purple circle at the top-left labeled 'Depth', and a dark blue circle at the top-left labeled 'Progression'.</p> | <ul style="list-style-type: none"> <li>○ Expressive Arts<br/>Art, Drama, Music and Dance</li> <li>○ Health &amp; Wellbeing<br/>Personal, social and emotional health. Also P.E.</li> <li>○ Literacy and English<br/>Communicating with others.<br/>Reading, Writing and Modern Languages</li> <li>○ Numeracy and Mathematics<br/>Number work, Problem Solving</li> <li>○ Religious and Moral Education<br/>Religions, values and beliefs.</li> <li>○ Sciences<br/>Understanding our planet</li> <li>○ Social Studies<br/>Scotland and the World; past, present and future.</li> <li>○ Technologies<br/>Food, Design and Computing</li> </ul> |

### Interdisciplinary Learning

Interdisciplinary Learning sits within one of the 4 contexts which help to form our curriculum at Applegrove (please see graphic below). Engaging learning contexts provide

opportunities to develop a range of skills in, for example, language, mathematics, designing and making music. It provides for child-centred learning experiences, for observing, investigating and researching and for recording findings and feelings.

Through these studies we encourage each child to develop a desire to know more about his/her world and train him/her in the skills he/she needs to interpret it. Four or more main contexts for learning are covered in each year and care is taken to ensure that there is a balance and progression in the components covered as the children pass through primary school.

As well as Literacy, key knowledge and understanding in these curricular areas are covered in the contexts:

- Social Studies - traditionally History and Geography but also including business and the economy and Scotland's place in the world as part of Global Citizenship.
- Science - Forces, Materials, Planet Earth.
- Technology - Computer Skills, Design, Business, Food and Textiles

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



## **Assessment**

At Applegrove, teachers promote a wide range of formative and summative assessment strategies. These include teacher assessment and pupils peer assess each other's work, as well as their own.

Our aim is to identify the strengths and areas for development of each child in order to improve their attainment. Effective assessment can ensure that teaching is closely matched to the needs of the children to maximise their learning.

Primary 1, 4 and 7 pupils complete SNSA tests in Reading, Writing and Numeracy. These diagnostic assessments are used as an internal tool in the school to support the teacher's assessment of the children's learning needs. It also checks the child's progress over the year.

## Literacy

### **Listening and Talking**

Much of our present day communication is through speech and it is important that our children are able to express themselves confidently and fluently. Time is devoted to various skills:

- clear pronunciation of words and correct grammar
- talking in groups
- conveying information, instructions and directions
- talking about experiences, feelings and opinions ▪ talking about texts

### **Reading**

The reading scheme introduced in P1 is Collins Big Cat. Children are given keywords to learn to build up a sight vocabulary. The first books have no words to help encourage each child to share the story with an adult at home. Children work in ability groups for reading and each child progresses at a pace they can cope with.



Non-fiction books are introduced during Primary 1 to help the children understand that reading can be for a variety of reasons.

Through the use of a variety of reading materials we aim to develop in our children an interest and enjoyment in books. By exploring a range of types of text, children will develop understanding of language.

We welcome the involvement and support of parents in helping to develop reading skills, for example, by making reading a pleasurable shared experience, encouraging reading, sharing interest in books and magazines and making visits to the Public Library.

### **Writing**

In the early years the school uses Foundations of Writing strategies. Children draw pictures using black pens and are encouraged to include as much detail as possible. Over time, they learn the links between detailed drawings and full information given in their own story writing – the more detail they give in their writing the more the reader understands the message they are trying to convey. To help develop writing skills, teachers will make links with the reading books as well as other texts such as letters, recipes and leaflets. In time children will learn to write in a variety of styles for different purposes. At all stages teachers follow the PM Writing scheme, a blended programme that develops explicit writing skills.







**Spelling:** In early stages the children use the Jolly Phonics scheme which is a multi-sensory approach to learning sounds. They will then progress to use the Jolly Grammar and Spelling Made Easy schemes.

All children are encouraged to use a variety of strategies to help them learn spelling patterns and common words which don't follow the usual spelling rules.

**Handwriting:** Although there is less emphasis on producing handwritten work, there is still a place for learning to write legibly.

Throughout the school emphasis is placed on the development of a fluent style. Research has shown that pupils with a fast and legible style of handwriting have a higher standard of spelling and written English. Children who come from other schools and who have been taught a different style of writing will not be expected to change if their own style is legible and can be written comfortably at speed. We encourage our pupils to take pride in the presentation of their work across the curriculum.

## **Numeracy and Mathematics**

Numeracy plays an important part in our everyday lives and in specific contexts such as science, technology and industry. We aim to encourage our children to develop confidence in using and applying mathematics and to solve problems in real life situations.

As well as mental maths and number skills, children will learn to solve problems using measure, money and time. Creating and interpreting graphs will link closely to context work. Children will investigate the properties of shape.

In our Numeracy teaching we use a variety of materials, text books, cards and computer programs. Mathematical games and interactive activities are used to learn basic facts and also to give repeated practice. Mental agility in recall of number facts is an essential tool in Numeracy. Teachers focus on developing in the children strategies to use known number facts mentally before progressing to standardised written methods. Parental help in the learning of number facts, tables, calendar facts, etc. is welcomed.



Here we are  
learning  
through play  
using  
Numicon to  
help us.

## Health and Wellbeing

Our health and wellbeing policy is a direct result of parents, pupils, teachers and support staff working together. This covers the elements of mental, emotional, social and physical wellbeing.

Learning through health and wellbeing enables children and young people to:

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



Our Personal and Social Education programme develops in the children the ability to be respectful, responsible, resourceful and resilient. Children are taught to work cooperatively in groups with specific roles for each individual in preparation for life.

All children are represented by a pupil member in the Pupil Council. We have also recently started a number of councils and committees that each child will be a member of; Rights Respecting School, The Promise, Global Goals, Eco Committee, Community Group, Outdoor Learning, Playground Development, STEM, Junior Librarian/Reading Schools, Fairtrade, Digital Skills, Expressive Arts, Health and Wellbeing and Junior Road Safety Officers.



Each child is entitled to two hours of PE every week. At Applegrove we promote positive attitudes towards the benefits of physical activity.

## **Religious and Moral Education**

Religious and Moral Education Religious Education takes account of knowledge and understanding of Christianity and other World Religions and aims to allow children to recognise religion as an important expression of human experience. Children are encouraged to appreciate moral values such as honesty, liberty, justice, fairness and concern for others, and to investigate and understand the questions and answers that religions can offer about the nature and meaning of life.

At other times the Head and Depute Head Teachers, visitors to school as well as classes and individual children lead assembly. Moral Education reinforces the school ethos concentrating on consideration for others and the value of kindness.

## **Religious observance**

Whilst Religious Education is required by Statute to form part of the curriculum, parents have the right to withdraw their children from religious observance on written notification of the same to the Head Teacher and alternative arrangements can be made.



## Varied Learning Methods

There are a variety of ways in which learning opportunities may be presented to children. The CfE represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth.

### **Outdoor Learning**

Making use of the outdoor environment and surrounding community.



### **Interdisciplinary Learning**

Using links between different areas of learning to develop, reinforce and deepen understanding.



### **Cooperative Learning**

Encouraging thinking and talking together to discuss ideas and solve problems. Learning from each other.



### **Using technologies**

Find, research, communicate, create and present.



## Enrolment and Transferring

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 December, an open afternoon is held and advertised through all the pre-school providers. Parents are encouraged to bring their children for a visit and a chance to be shown round.

In January a notice is placed in the local pre-school centres, which informs parents about the enrolment dates.

From April, Mrs Alison Cairns (Acting Depute Head Teacher) will arrange to visit all of our feeder nurseries to meet with staff and prospective pupils for the school. There will be a transition programme of events where you and your child will have opportunities to visit the school.

In June, children are also given an opportunity to come to school for part of the day to meet their teacher and new classmates.

Where appropriate, an enhanced transition programme can be offered to some of our learners to ensure a positive start to their school journey.



Literacy and Construction corners in Primary 1



## **New Pupils**

We are always happy to welcome new pupils and their families. Anyone considering placing their child at Applegrove Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You will be shown around the school building so that you are familiar with the layout. You will have the opportunity to visit classes at work and also meet some of the teachers and support staff.

## **Transfer 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 monitor how a child has settled and then contact parents to have a chat about the transition experience.

## **Transition from Primary 7 to the Academy**

At the end of Primary 7, pupils move onto their secondary education. Most children at Applegrove move onto Forres Academy. Mrs Hunter (Depute Head Teacher) will work closely with the P7 teachers and liaise with Forres Academy staff to ensure there is a robust transition for our pupils. Teaching staff from the Academy visit P7 to introduce themselves and explain about the move to secondary school. There are also induction days in June so that pupils become familiar with the Academy, its layout and some of their new teachers. It is also an opportunity for pupils to meet children from other schools who will be starting their first year at Secondary School with them. There are enhanced transition opportunities for pupils who have additional needs which need to be supported.



Head Teacher: Mrs Jan Sinclair  
Tel: 01309 672271  
Address: Forres,  
Morayshire IV36  
Email Address -

[admin.forresacademy@moraydunet.gov.uk](mailto:admin.forresacademy@moraydunet.gov.uk)

## **Contacting Applegrove Primary**

Applegrove has an office administrator: Mrs Allan. The office has an administrator present from 8.30am until 3.30pm daily. The office number is 01309 672367.

You can use the information line for weather closing the school. Additionally, you can use the school information line to leave any non-urgent message when the school is not open.

## **Reporting Absence**

If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the school office in the morning to explain the reason for absence. Please be aware your call will not be answered before 8.30am. The Parent Portal and school information line can also be used by parents to leave messages about a child's absence. This is particularly helpful when you are up through the night with a poorly child. A message can be left then, rather than waiting for school to open in the morning.

## **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 should kindly inform the school about dates for any such holidays.

## **School Telephone Information Line**

Parents can access an information line for the school

- Dial 0870 054 9999
- Enter school pin: 031110
- You will get confirmation message, "You have selected Applegrove Primary School."
- Enter the menu system

Press 1 - severe weather information

Press 2 - to leave a non urgent message (when school is not open or to note a child's absence)

Press 3 - to hear general school information

Press 4 - to enter a different school PIN

Press # - to end call

## **Reporting to Parents/Carers**

Please see below a draft calendar of events for a typical school year. Please note that children, particularly in P4-7, are encouraged to be part of their parents evening appointment. You will see that you will receive a Summative report in term 4 which will highlight your child's strengths and next steps.

| Term 1 (Aug-Oct) | Term 2 (Oct-Dec) | Term 3 (Jan - April) | Term 4 (April - July)                                 |
|------------------|------------------|----------------------|---|
| Parents Evening  |                  | Parents Evening      | Summative Report<br>for your child<br>Parents Evening |

Throughout the year, parents may be invited to discuss their child's progress. We operate an open door policy at Applegrove and parents/carers are encouraged to contact the school at any time during the year should there be a matter of concern so an appointment can be arranged with the class teacher.

### **Shared Learning**

Parents and carers will be invited throughout the school year to join their child's class for optional shared learning experiences. This provides families with the opportunity to see learning and teaching in the classroom and talk to their children about their learning.

### **Parental Involvement**

We believe that it is important for children to participate in school concerts, educational trips, cycle training, local activities and inter-school competitions, etc. We appreciate the help we receive from our parent and grandparent volunteers and indeed, are unable to offer such a wide range of experiences without their help.

### **Concerns and Complaints**

Applegrove welcomes and, indeed, actively encourages parents and grandparents to involve themselves in the life of the school. There may be times when parents wish to discuss something in depth and it is better to make an appointment for a time when the teacher is free from class commitment. Please feel free to get in touch via phone call or email to the school office if you have a matter that you would like to discuss. If any issues remain unresolved then an appointment can be made with a member of the Leadership Team. Please note that Mrs Alison Cairns is the Depute Head Teacher responsible for P1-4 pupils and Mrs Hunter is the Depute Head Teacher responsible for P5-7 pupils.

## Parent Organisations

Applegrove has an active and enthusiastic Parent Council that works hand in hand with Applegrove to deliver projects and assist with school matters where it can. The Parent Council is there to represent and support parents and carers and to be a link between parents and the school. It is run by the parents of pupils at Applegrove (known as the parent forum) and not by the school or Moray Council. All parents of pupils at Applegrove are automatically members of the parent forum. They are both welcomed and encouraged to share their views and to get involved in the running of the Parent Council. The Parent Council would love to hear from you!

The Parent Council's overall aim is to help make Applegrove the best school it can be and provide the best education it can to all pupils.

The Parent Council may get involved in:

- discussing (and, if needed, acting on) issues of interest to parents, such as school policies;
- helping parents to support their child's learning and education;
- making sure that parents get the information they need in the format that suits them best;
- giving Applegrove feedback on parents' views; and
- building and maintaining positive relationships between the school, Moray Council and families.

There are a few areas the Parent Council must be involved in and these are:

- the appointment of senior staff, for example, the recruitment of a new Headteacher;
- any inspection of the school; and
- the development of the School Improvement Plan and Standards & Quality Reports. These are documents that show how Applegrove plans to improve and change each year and how it operates.

If you would like to be involved in the Parent Council, you can contact us on [applegrovepc@gmail.com](mailto:applegrovepc@gmail.com). We'd be delighted to hear from you.



## **Information for Parents and Carers**

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

## **Medication**

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

A copy of the "Supporting Pupils with Administration of Medicine in School and 'Applegrove Primary School medicine Protocol' are available from the school office.

## **School Improvement Plan (SIP)**

This is produced annually in June following audits and in line with school, local and national requirements. A copy of the current session's 'School Improvement Plan' is available at **Appendix B.**

## **Wider Achievements at Applegrove**

Wider achievements are celebrated in class and as part of whole school assemblies.

We have experienced many successes and achievements as demonstrated below:

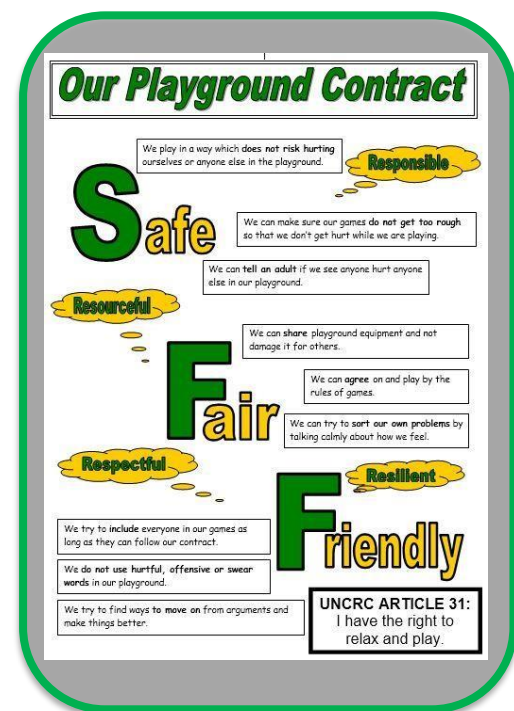
- Taking part in local sporting competitions, namely, cross country, orienteering, football, swimming, basketball and Kwik Cricket.
- In addition to school-organised events individual pupils have enjoyed success in swimming, golf, gymnastics, music, dancing, martial arts, and various other sports.
- Cycling is always promoted. All P4 and P6 pupils complete Bikeability training and P7 cycle to Kinloss to take part in an inter-school rugby tournament.

- A four day residential trip to Newtonmore Outdoor Adventure Pursuits is planned for P7, in April learn and develop their team building skills before their transition to the Academy after the Summer.

## Our Ethos at Applegrove

Applegrove Primary is a 'solution oriented' school. (SOS) We encourage children to treat others as they would like to be treated themselves and to build positive relationships within the whole school community. Positive social interactions in the playground are also highly emphasised. A playground contract was devised by pupils and is linked closely to UNRC Article 31 and our school values; kindness, honesty, being inclusive and respectful.

There are adult supervisors in the playground who reinforce the positive relationships ethos and positive play message. Pupils are asked to talk to an adult or teacher about anything they have not been able to resolve themselves.



## Houses

On enrolment in school, each child is allocated one of the four House teams. Members of the same family are placed in the same team. At the end of year, a trophy is awarded to the winning house. There is also a house sports trophy.

|         |        |       |         |
|---------|--------|-------|---------|
| Wallace | Stuart | Bruce | Douglas |
|---------|--------|-------|---------|

## Promoting Positive Behaviour at Applegrove Primary

At Applegrove Primary School effective relationships are built on our core values: Kindness, Honesty, being Inclusive and Respect. All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

We understand that relationships are key. Our nurturing and inclusive approach is our driver for how we support our children. We are committed to Restorative Practice and we aim to enable both staff, children and their families to resolve their own conflicts restoratively.

It may not be appropriate to contact parents for every small incident, but parents will be contacted if a pattern of unexpected behaviour continues.

Staff at Applegrove greatly value the support and understanding of parents in creating a partnership which will successfully sustain positive relationships throughout the whole school community.

### Bullying

Bullying is seen as the unjustified display of aggressive verbal or physical behaviour on the part of one individual or group towards another. This can be in the form of:

- Hitting and kicking
- Name calling
- Threatening
- Excluding from games and stopping other children from playing with them

We encourage children that if they are being bullied they must tell an adult in school on the day that it happens so it can be dealt with before the other child goes home. Both school staff and parents are advised to take considerable care and judgement when responding to incidents of bullying.

As part of the Health and Wellbeing curriculum all teachers ensure lessons help children understand what bullying is and how to deal with situations where they are made to feel uncomfortable because of someone else's behaviour.



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

### **Sanctions**

Our policy is to encourage children to be honest about their role in any situation and we emphasise that if we withhold the truth we can only make a bad situation worse for everyone involved.

We believe in a restorative approach towards behaviour management as detailed in our 'Building Positive Relationships Policy', but where this fails other solutions will be sought. The list below are some of the measures that we could utilise although please note any incidence will be investigated in its own right.

- Advice and support will be sought from our Additional Support Needs teachers
- Indoor supervision at break times may be necessary
- Regular meetings between school staff and parents will be arranged
- Health and other appropriate agencies may be contacted
- Exclusion from school may be necessary (in accordance with Education policy)

You should also note that any incidents involving racism, violence, dangerous weapons, drugs or alcohol are reported immediately to Education, Communities & Organisational Development, and the police may also be involved.

### **Additional Support Needs (ASN)**

We recognise that additional support may be needed for a variety of reasons; sometimes long term and sometimes to catch up a child who has been absent or has been affected



by a bereavement. Some pupils require additional support to allow them to move on at a faster pace than the rest of the class because of a particular ability.

A Learner Profile and Strategies (LPS) or Individual Educational Programme (IEP) may be drawn up to meet the needs of pupils. This could be to give specific support in learning, social, emotional or behavioural issues or with a particular strength in a curricular area. Parents and pupils are asked to contribute to the plans. The implementation of an IEP or LPS is a shared responsibility. The Educational Psychologist and other services such as Health and Social Work may be involved in planning and supporting pupils. Pupil Support Assistants may be timetabled to work in class to support pupils who have additional support needs.

Support for Learning teachers may work with a child, or group of children, in the classroom and sometimes children are withdrawn for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer term requirement. Children requiring extra help, may also be supported in the additional support needs enhanced provision. Extra help can be provided for literacy, numeracy, personal, social and emotional, and behavioural needs.

Parents who have concerns about their child's progress should make an appointment to discuss the matter with the class teacher in the first instance.

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>

For additional sources of information and advice about additional support parents/carers should contact Enquire - the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk) Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents' Guide to Additional Support for Learning.

## Enhanced Provision

Applegrove has an Enhanced Provision to meet the needs of pupils with profound and complex needs. Children who need to access its facilities may also be given the opportunity to go riding or swimming, be involved in therapy groups or speech and language sessions and have access to soft play and sensory rooms.

The integration of children with profound and complex needs adds to the strength of Applegrove for all children, who benefit from a policy of inclusion. Although needs are varied, the benefits of integration can be seen across the school in a variety of situations. Pupil support is provided for some children to enable them to take an active part in the social and educational life of the school.

Soft Play Room



Sensory Room



Please contact Mrs White (PT ASN) at the school office if you would like to have a further look around our Enhanced Provision.

## Meal Arrangements

At Applegrove our delicious two course lunches are prepared on the premises. A choice of three main courses and vegetables is available with soup or dessert.

As an alternative to a traditional meal, and for the same price, pupils may have a cold lunch which consists of various sandwiches, savouries, a cold sweet and a carton of fruit juice.

Meals for P1-5 children are free. The canteen now operates a cash free system and P6-7's lunches must be purchased through the IPay system.

There is a four-week Moray Council menu which parents are given on the child's first day at school. These menus are also displayed on the notice boards in the playgrounds.

Pupils may bring their own packed lunches.

In view of the fact that there are pupils in the school who may have severe allergic reactions to certain foodstuff, all pupils are advised that they should not share, taste or handle snacks or lunches from other pupils. It is also for this reason that Applegrove promotes a no-nut environment.

All children are encouraged to eat a balanced meal without being forced to eat what they do not want.

You will be informed if your child does not eat their meal.



In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. Children are asked to bring a named, clear water bottle to school.

## Uniform

Applegrove pupils are encouraged to wear school uniform and we welcome the support of parents in maintaining our high standards. Visitors to our school comment favourably on the smart appearance of our pupils. The wearing of uniform also means there are no issues of teasing or competitiveness around fashion. School sweatshirts, fleeces, polo shirts, summer dresses, ties and PE kit and name tapes can be ordered from the school office.



### **Uniform consists of:**

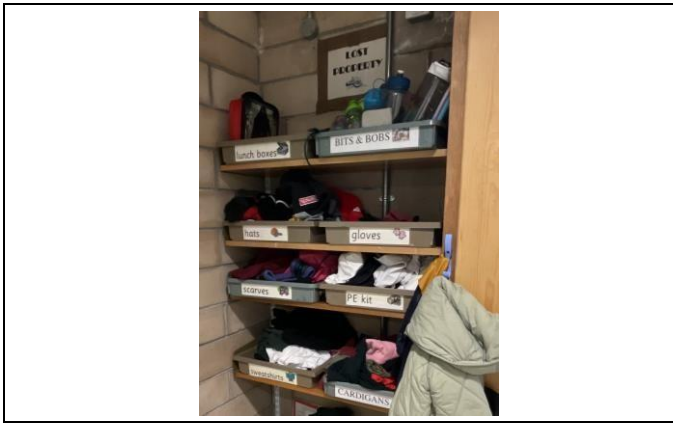
- grey trousers, skirt or pinafore
- white shirt or polo shirt
- bottle green jumper/sweatshirt or school sweatshirt with the Applegrove logo
- school tie (optional)
- Summer dress in green and white check or stripe (optional)

### **House T-shirts**

|         |        |       |         |
|---------|--------|-------|---------|
| Wallace | Stuart | Bruce | Douglas |
|---------|--------|-------|---------|

### **Lost Property**

Each term we collect a huge amount of lost property. We ask parents to check that names are placed in all items of clothing children are likely to remove so that stray items can be returned to class. Lost property can be collected from the front foyer.



## **Not Permitted**

We also make a clear statement of what is not permitted. These are clothes which are more suited to leisure wear, or which suggest a lack of identity with the school. The following items come into these categories:

- Any kind or colour of denim jeans or equivalent
- Football scarves or logos, or T-shirts with slogans likely to cause offence or create unhealthy rivalry
- Clothing bearing logos other than Applegrove Primary
- Rings with raised settings and earrings other than small studs □ Hoodies

Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms. While uniform is on sale from the school office, Tesco also have the school logo and sell sweatshirts and polo shirts to those who wish to order online.

## **Transport**

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.





## Bicycles

Bikeability (Previously Cycling Proficiency) training has been provided each year by Outfit Moray. This programme starts in P4 with level 1. Level 2 is introduced in P6.

RoSPA recommends that any child cycling to school unaccompanied by an adult has passed the Bikeability 2 Test.

Any child may cycle to school provided that:

- Parents are responsible for the condition of their child's bicycle.
- On entering the school grounds by a pedestrian entrance, pupils must walk beside their bicycles to ensure the safety of others in the playground.
- Bicycles are taken to school at their owner's risk.
- Bicycles placed in the bike shed are secured by a chain.
- They wear a helmet. (it is advisable to name this)

The school is unable to accept responsibility for bicycles and space for parking is limited.



## **Data protection**

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018. The information may be used for teaching, registration, assessment and other administrative duties.

The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified.

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

[http://www.moray.gov.uk/moray\\_standard/page\\_75569.html](http://www.moray.gov.uk/moray_standard/page_75569.html)

## **Privacy Statement**

Applegrove Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:-

### **Data about our pupils/children and their families**

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

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

## **Data about pupils/children at school/within ELC setting**

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

## **Data about when and where they go after they leave us**

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

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

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

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

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is



normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

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

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

### **Sharing personal data to support Wellbeing**

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

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

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

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

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

## **Named Person**

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 (Depute Head Teacher in bigger schools) is usually the Named Person and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers usually become the Named Person. The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

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

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

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person by phone, email or alternatively a letter marked for the attention of your Named Person.

At Applegrove Mrs White is Named Person for children who access the Enhanced Provision. Mrs Alison Cairns is the Depute Head Teacher responsible for P1-4 children. Mrs Hunter is Named Person for P5 -7 children. All of these members of staff can be contacted at school via the office (no one has a direct phone line). Miss Murray has overall responsibility for all pupils.

## **Pupil use of the internet**

Moray school networks are provided for pupils to do school-related work, including research and communication with others. For Internet access, parental permission is required. For further guidance, refer to Admin Handbook document Internet -

Guidelines for Pupil Use, available from the Interchange at:-  
[interchange.moray.gov.uk/int\\_standard/Page\\_111681.html](http://interchange.moray.gov.uk/int_standard/Page_111681.html)

## APPENDIX A Moray Council A-Z

| Moray Council A-Z  |            |  |
|--|------------|--|
| Active Schools   | Telephone: | 01343 563890   |
|  | Email:     | <a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>   |
|  | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>   |
| Additional Support for Learning  | Telephone: | 01343 563374   |
|  | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>   |
|  | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>   |
| Adverse Weather Procedures   | Telephone: | 0870 054 9999 (school information line)<br>Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge<br>Local school or 01343 563374                             |
|  | Email:     | Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>   |
|  | Website:   | <a href="http://http://schoolclosures.moray.gov.uk/">http://schoolclosures.moray.gov.uk/</a><br><a href="http://www.moray.gov.uk/moray_standard/page_53021.html">www.moray.gov.uk/moray_standard/page_53021.html</a> |
| After School Clubs   | Telephone: | 01343 563374   |
|  | Email:     | <a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>   |
|  | Website:   | <a href="http://www.moray.gov.uk/moray_services/page_44889.html">www.moray.gov.uk/moray_services/page_44889.html</a>   |
| Armed Forces Families Information  | Telephone: | 01980 618244 (Children's Education Advisory Service)   |
|  | Email:     | <a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a> (Children's Education Advisory Service)   |
|  | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>   |
| Attendance and Absence   | Telephone: | 01343 563374   |
|  | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>   |
|  | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>   |
| Bullying   | Telephone: | 01343 563374   |
|  | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>   |
|  | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>   |
| Childcare  | Telephone: | 01343 563374   |
|  | Email:     | <a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>   |
|  | Website:   | <a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>   |
| Children and Families Social Work  | Telephone: | 01343 554370 or out of hours emergency 03457 565656  |
|  | Email:     | <a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>   |
|  | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>   |
| Child Protection   | Telephone: | 01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)   |
|  | Email:     | <a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>   |
|  | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>   |
| Clothing Grants  | Telephone: | 01343 563456   |
|  | Email:     | <a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>   |
| <b>Moray Council</b><br><b>Education, Communities &amp; Organisational Development</b> |            |  |

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

**Telephone:** 01343 563374

**Hours:** 8.45am - 5.00pm Monday to Friday

**Email:** [education@moray.gov.uk](mailto:education@moray.gov.uk)

**Website:** [www.moray.gov.uk](http://www.moray.gov.uk)

Updated 15/10/2019

|  |          |  |
|--|----------|--|
|  | Website: | <a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a> |
|--|----------|--|

| Moray Council A-Z                       |            |   |
|---|------------|---|
| Data Protection                         | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_75569.html">www.moray.gov.uk/moray_standard/page_75569.html</a>        |
| Deferred Entry to Primary School        | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_52991.html">www.moray.gov.uk/moray_standard/page_52991.html</a>        |
| Disability Discrimination               | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_43019.html">www.moray.gov.uk/moray_standard/page_43019.html</a>        |
| Early Entry to Primary School           | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_56925.html">www.moray.gov.uk/moray_standard/page_56925.html</a>        |
| Early Learning & Childcare (pre-school) | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_42682.html">www.moray.gov.uk/moray_standard/page_42682.html</a>        |
| Education Maintenance Allowance         | Telephone: | 01343 563338  |
|   | Email:     | <a href="mailto:EMAMoray@moray.gov.uk">EMAMoray@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_40540.html">www.moray.gov.uk/moray_standard/page_40540.html</a>        |
| Exclusion from School                   | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_53001.html">www.moray.gov.uk/moray_standard/page_53001.html</a>        |
| Free School Meals                       | Telephone: | 01343 563456  |
|   | Email:     | <a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>        |
| Grants and Bursaries                    | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a>        |
| Home Education                          | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_53000.html">www.moray.gov.uk/moray_standard/page_53000.html</a>        |
| Instrumental Instruction                | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a>        |
| Placing Requests                        | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a>        |
| Racial Equality                         | Telephone: | 01343 563374  |
|   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a> |
| School Meals                            | Telephone: | 01343 557086  |
|   | Email:     | <a href="mailto:schoolmeals@moray.gov.uk">schoolmeals@moray.gov.uk</a>  |
|   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55540.html">www.moray.gov.uk/moray_standard/page_55540.html</a>        |
|   | Telephone: | 01343 563374  |



|                                     |            |  |
|-------------------------------------|------------|--|
| School Term<br>and Holiday<br>Dates | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>   |
|                                     | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a> |
| Transport (For<br>Pupils)           | Telephone: | 0300 123 4565  |
|                                     | Email:     | <a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a>   |
|                                     | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>   |

**\_APPENDIX B School Improvement Plan**

# **School Improvement Plan**

|                      |  |
|----------------------|--|
| <b>Session:</b>      | <b>2024-2027</b>   |
| <b>School:</b>       | <b>Applegrove Primary School</b>   |
| <b>Plan term:</b>    | <input type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input checked="" type="checkbox"/> 3 years* |
| <b>Link Officer:</b> |  |

\*

on discussion with Link Officer/QIM, context based



**MORAY COUNCIL:** Education

Department

**SCHOOL IMPROVEMENT PLAN**

| <b>Priority 1</b>  |   |   |  |  |  |
|--|---|---|--|--|--|
| <i>Summary of Priority: to improve meeting the needs of all learners in every learning space</i>             |   |   |  |  |  |
| <b>Key links to Moray Education Priority Area(s):</b>  | <input type="checkbox"/> Leadership of change and empowerment <input type="checkbox"/> Learning, Teaching and Assessment <input type="checkbox"/> Raising achievement and attainment<br><input type="checkbox"/> Ensuring wellbeing, equality and inclusion <input type="checkbox"/> Curriculum <input type="checkbox"/> Self-evaluation for school improvement |   |  |  |  |
|  |   |   |  |  |  |
| <b>NIF Priorities:</b>   | <b>NIF Drivers:</b>   | <b>Children's Services Plan:</b>  | <b>HGIOS?4 QIs:</b>  |  |  |
| <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre | <input type="checkbox"/> School and ELC Leadership  | <input type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity | <input type="checkbox"/> 1.1<br><input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.1<br><input type="checkbox"/> 2.2 | <input type="checkbox"/> 3.1<br><input type="checkbox"/> 3.2 |

|   |  |  |  |  |                              |
|---|--|--|--|--|------------------------------|
| <input type="checkbox"/> Improvement in children and young people's health and wellbeing<br><input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children<br><input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people<br><input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy | <input type="checkbox"/> Teacher and practitioner professionalism<br><input type="checkbox"/> Parent/carer involvement and engagement<br><input type="checkbox"/> Curriculum and assessment<br><input type="checkbox"/> School and ELC Improvement<br><input type="checkbox"/> Performance Information | <input type="checkbox"/> P2: Tackling child poverty<br><input type="checkbox"/> P3: Improving CYP mental wellbeing<br><input type="checkbox"/> P4: Strengthening family support<br><input type="checkbox"/> P5: Improving CECYP outcomes | <input type="checkbox"/> 1.3<br><input type="checkbox"/> 1.4<br><input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.3<br><input type="checkbox"/> 2.4<br><input type="checkbox"/> 2.5<br><input type="checkbox"/> 2.6<br><input type="checkbox"/> 2.7 | <input type="checkbox"/> 3.3 |
|---|--|--|--|--|------------------------------|

| Actions   | Outcomes for learners  | Timescales   | Responsible                        | Measures of success  |
|---|--|--|------------------------------------|--|
| <p>Upskilling in meeting the needs of all learners through effective differentiation.</p> <p>Raised attainment through effective differentiation.</p> <ul style="list-style-type: none"> <li>Baseline data gathered to gauge teacher confidence and effectiveness of differentiation</li> <li>Baseline data gathered from learners regarding their perspective on their needs being met in class</li> <li>Professional reading regarding differentiation – Power up your Pedagogy, Carol Ann Tomlinson, Dylan Wiliam and Tom Sherwood</li> <li>Collaborative planning and working to establish and plan for differentiation</li> <li>Observations and sampling of learner work will focus on differentiation</li> </ul> | <ul style="list-style-type: none"> <li>Learner's voice will be heard throughout</li> <li>Learners will have work which is suited to their level and which also provides challenge</li> <li>Learners' attainment will improve</li> <li>Learners will feel challenged during their learning</li> </ul> | <p>August 2024 – baseline assessment for staff</p> <p>September 2024 – baseline for learners</p> <p>SIP development dates throughout year as detailed in WTA</p> <p>Data gathered February – staff and learners</p> <p>Data gathered</p> | <p>HM leading</p> <p>All staff</p> | <ul style="list-style-type: none"> <li>Improvement in learner's needs being met meaning higher engagement in learning activities in the classroom</li> <li>Improvement in attainment, especially in literacy and numeracy, as will be shown in ACEL data</li> <li>Staff confidence will be increased as will their knowledge of effective differentiation as will be shown in the data gathered</li> </ul> |

|  |   |  |                      |  |
|--|---|--|----------------------|--|
| <ul style="list-style-type: none"> <li>Feedback on observation and sampling in order to improve</li> <li>Data gathered from both staff and learners at different stages to evaluate effectiveness of input. September, February and May</li> </ul>   |   | May – staff and learners                             |                      |  |
| <p>To continue to ensure Learning Intentions and Success Criteria are shared consistently and in line with Applegrove’s expectations.</p> <ul style="list-style-type: none"> <li>Ensure expectation is clear regarding Learning Intentions and Success Criteria especially to new members of staff</li> <li>Through Pupil Council meeting ensure that their voice is being heard in regards to Learning Intentions and Success Criteria</li> <li>Formal observations and sampling to continue to have a focus on Learning Intentions and Success Criteria</li> </ul> | <ul style="list-style-type: none"> <li>Learner’s will continue to benefit from well-constructed Learning Intentions and SuccessCriteria, co-constructed where appropriate</li> <li>Learner’s voice will be listened to regarding whether the Learning Intentions and Success Criteria are effective for them, and this will be shared with staff</li> <li>Increased attainment</li> </ul> | Ongoing throughout the whole school year             | HM lead<br>All staff | <ul style="list-style-type: none"> <li>Increased attainment</li> <li>Increased understanding of learning meaning higher levels of engagement in tasks</li> </ul>                                       |
| <p>PM Writing – Explicitly Teach Writing training</p> <ul style="list-style-type: none"> <li>Training for all teaching staff linked to the</li> </ul>  | <ul style="list-style-type: none"> <li>A consistent approach to teaching writing throughout the school</li> </ul>   | 28/8/24<br>18/9/24<br>30/10/24<br>4/12/24<br>22/1/25 |                      | <ul style="list-style-type: none"> <li>Increased knowledge of pedagogical approaches to teaching the different genres of writing</li> <li>Increased attainment in writing across all stages</li> </ul> |

|   |   |  |  |  |
|---|---|--|--|--|
| <p>new writing scheme, PM Writing, purchased</p> <ul style="list-style-type: none"> <li>• Familiarity of the scheme for all staff</li> <li>• Pedagogical approaches for each genre of writing shared with staff <ul style="list-style-type: none"> <li>▪ 28<sup>th</sup> August 2024 – Description</li> <li>▪ 18<sup>th</sup> September – Information Report</li> <li>▪ 30<sup>th</sup> October – Explanation</li> <li>▪ 4<sup>th</sup> December – Exposition</li> <li>▪ 22<sup>nd</sup> January – Narrative</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Staff will be familiar with the new scheme and pedagogical approaches to teaching each genre</li> <li>• Improvement in writing attainment</li> <li>• More opportunity for writing throughout the week</li> <li>• Increased knowledge and understanding of each genre for the learners</li> </ul> |  |  |  |
| <p><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></p>  |   |  |  |  |



**MORAY COUNCIL:** *Education*

*Department*

## **SCHOOL IMPROVEMENT PLAN**

### **Priority 2**

*Summary of Priority: to have a coherent curriculum that matches the needs of the pupils in Applegrove*

**Key links to**

- ☐ Leadership of change and empowerment 
☐ Learning, Teaching and Assessment 
☐ Raising achievement and attainment  
☐ Ensuring wellbeing, equality and inclusion 
☐ Curriculum 
☐ Self-evaluation for school improvement



**Moray Education**  
**Priority Area(s):**

| NIF Priorities:  | NIF Drivers:  | Children's Services Plan:   | HGIOS?4 Qis:   |  |  |
|--|---|---|--|--|--|
| <input type="checkbox"/> Placing human rights and needs of every child and young person at centre<br><input type="checkbox"/> Improvement in children and young people's health and wellbeing<br><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children<br><input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people<br><input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy | <input type="checkbox"/> School and ELC Leadership<br><input type="checkbox"/> Teacher and practitioner professionalism<br><input type="checkbox"/> Parent/carers involvement and engagement<br><input type="checkbox"/> Curriculum and assessment<br><input type="checkbox"/> School and ELC Improvement<br><input type="checkbox"/> Performance Information | <input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity<br><input type="checkbox"/> <u>P2</u> : Tackling child poverty<br><input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing<br><input type="checkbox"/> <u>P4</u> : Strengthening family support<br><input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes | <input type="checkbox"/> 1.1<br><input type="checkbox"/> 1.2<br><input type="checkbox"/> 1.3<br><input type="checkbox"/> 1.4<br><input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.1<br><input type="checkbox"/> 2.2<br><input type="checkbox"/> 2.3<br><input type="checkbox"/> 2.4<br><input type="checkbox"/> 2.5<br><input type="checkbox"/> 2.6<br><input type="checkbox"/> 2.7 | <input type="checkbox"/> 3.1<br><input type="checkbox"/> 3.2<br><input type="checkbox"/> 3.3 |

| Actions  | Outcomes for learners   | Timescales                               | Responsible | Measures of success   |
|--|---|--|-------------|---|
| To ensure the expectations as agreed during 2023/24 for numeracy are effective in meeting the needs of the learners. | <ul style="list-style-type: none"> <li>Consistent use of progression across the school – Highland Numeracy Progression</li> <li>Consistent use of Heinemann Active Maths as the main teaching tool and scheme for numeracy</li> <li>Improvement in numeracy attainment across all stages</li> </ul> | August 2024<br>December 2024<br>May 2025 | All staff   | <ul style="list-style-type: none"> <li>Improvement in attainment in Numeracy according to ACEL data</li> <li>Changes made as required throughout the year as necessary</li> </ul> |
| To complete the expectations as agreed during 2023/24 for literacy   | <ul style="list-style-type: none"> <li>Consistent use of progression – Moray Literacy Progression for all learners across the school</li> </ul>   | August 2024<br>December 2024<br>May 2025 | All staff   | <ul style="list-style-type: none"> <li></li> </ul>  |

|  |  |  |                         |  |
|--|--|--|-------------------------|--|
| <ul style="list-style-type: none"> <li>• Finish work in working groups to ensure clear expectations are created for writing, listening and talking, reading and tools for all</li> <li>• Share this work with the wider school community</li> </ul>  | <ul style="list-style-type: none"> <li>• Agreement and consistent use of schemes throughout for literacy teaching – PM writing, Big Cats for reading, PM writing for grammar</li> <li>• Improvement in attainment in all areas of literacy</li> </ul>  |  |                         |  |
| <p>Create expectations for the other curricular areas</p> <ul style="list-style-type: none"> <li>• Look at context bundles already in use and evaluate the effectiveness</li> <li>• Ensure full coverage of all other curricular areas are included</li> <li>• Create bundles/ explicit teaching where necessary to ensure full curriculum coverage</li> <li>• Involve all staff and pupils in this as a consultation once have a draft</li> </ul> | <ul style="list-style-type: none"> <li>• Access to all other curricular areas in a planned way</li> <li>• Entitlement of curriculum coverage for all learners</li> <li>• Consistency across the school in coverage of the curriculum</li> <li>• Increased engagement in the curriculum with planned progressions built in</li> <li>• Increased attainment in all curricular areas</li> </ul> | <p>May 2025<br/>August 2025<br/>December 2025<br/>May 2026</p>   | <p>All staff<br/>AH</p> |  |
| <p>Continue to work on Applegrove's expectations and rationale for Outdoor Learning:</p>   | <ul style="list-style-type: none"> <li>• More opportunities to learn outdoors</li> <li>• Increased attainment and achievement</li> </ul>   | <p>Various dates<br/>2024/25</p> <p>In Service November 2024</p> | <p>AH</p>               |  |

|  |  |  |  |  |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Create clear rationale for outdoor learning in Applegrove Primary School</li> <li>• Research and evidence the positive impact of outdoor learning in primary schools</li> <li>• Agree on expectations for outdoor learning</li> <li>• Ensure parents, young people and all staff are part of consultation and launch</li> </ul> | <ul style="list-style-type: none"> <li>• Increased engagement in all activities</li> </ul> | <p>SIP Development January 2025</p> <p>SIP Development</p> |  |  |
| Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:   |  |  |  |  |



## MORAY COUNCIL: Education

Department

### SCHOOL IMPROVEMENT PLAN

## Priority 3

Summary of Priority: ensure the Health and Wellbeing of all learner's is paramount

#### Key links to Moray Education

- ☐ Leadership of change and empowerment 
 ☐ Learning, Teaching and Assessment 
 ☐ Raising achievement and attainment 
 ☐ Ensuring wellbeing, equality and inclusion 
 ☐ Curriculum 
 ☐ Self-evaluation for school improvement

Priority Area(s):

| NIF Priorities:  | NIF Drivers:   | Children's Services Plan:   | HGIOS?4 QIs:   |  |   |  |
|--|--|---|--|--|---|--|
| <input type="checkbox"/> Placing human rights and needs of every child and young person at centre<br><input type="checkbox"/> Improvement in children and young people's health and wellbeing<br><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children<br><input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people<br><input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy | <input type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and practitioner professionalism<br><input type="checkbox"/> Parent/carer involvement and engagement<br><input checked="" type="checkbox"/> Curriculum and assessment<br><input type="checkbox"/> School and ELC Improvement<br><input type="checkbox"/> Performance Information | <input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity<br><input type="checkbox"/> <u>P2</u> : Tackling child poverty<br><input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing<br><input type="checkbox"/> <u>P4</u> : Strengthening family support<br><input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes | <input type="checkbox"/> 1.1<br><input type="checkbox"/> 1.2<br><input type="checkbox"/> 1.3<br><input type="checkbox"/> 1.4<br><input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.1<br><input type="checkbox"/> 2.2<br><input checked="" type="checkbox"/> 2.3<br><input checked="" type="checkbox"/> 2.4<br><input type="checkbox"/> 2.5<br><input type="checkbox"/> 2.6<br><input type="checkbox"/> 2.7 | <input checked="" type="checkbox"/> 3.1<br><input type="checkbox"/> 3.2<br><input type="checkbox"/> 3.3 |  |

| Actions  | Outcomes for learners   | Timescales  | Responsible                     | Measures of success  |
|--|---|---|---------------------------------|--|
| Introduce the CIRCLE approach to all staff : <ul style="list-style-type: none"> <li>• Ensure staff have an understanding of the CIRCLE framework through use of training materials</li> <li>• Ensure staff are aware of how CIRCLE fits alongside the Nurture approach</li> <li>• Continue to ensure learning spaces are nurturing and inclusive by exploring the CIRCLE Environmental checklists to improve learning environments</li> <li>• Ensure all communal school spaces adhere to</li> </ul> | <ul style="list-style-type: none"> <li>• Learners feel safe, included and able to learn within their classrooms/learning environment</li> <li>• Learners have easy access to all materials and supports required for learning</li> <li>• Learners voices are heard and they have</li> </ul> | August 24<br>November 24<br>December 24<br>Ongoing throughout the whole school year | AC lead with<br>RW<br>All staff | <ul style="list-style-type: none"> <li>• All learning environments adhering to CIRCLE and Nurture guidelines</li> <li>• Improvement in learner's needs being met meaning higher engagement in learning activities in the classroom</li> <li>• Raised attainment in Literacy and Numeracy</li> <li>• Increase in learners attending mainstream classes</li> </ul> |

|   |  |   |  |   |
|---|--|---|--|---|
| <p>recommendations creating an inclusive environment for all.</p> <ul style="list-style-type: none"> <li>• Ensure staff are promoting inclusive and nurturing environments through observation and feedback</li> <li>• Questionnaires to pupils, staff and parents regarding learning environments and act upon feedback from these</li> <li>• Adopt a reflective approach by revisiting nurture guidelines and CIRCLE checklists on a regular basis to fully embed these</li> <li>• Introduce staff to the CIRCLE profiling tool for individual learners</li> <li>• Agree as a staff how the CIRCLE profiles can be used alongside BOXALL profiles to plan support for individual learners</li> <li>• Monitor pupil's attendance/participation in mainstream classes before and after CIRCLE implementation</li> </ul> | <p>ownership within their learning environment</p> <ul style="list-style-type: none"> <li>• Learners needs are met and attainment is increased</li> <li>• Learners feel safe, included and able to learn within their mainstream classrooms</li> </ul> | <p>November / December 25</p> <p>Ongoing from November 24</p> |  |   |
| <p>Continue to embed the nurture approach</p> <ul style="list-style-type: none"> <li>• Build on the success of our Whole School Nurture Award</li> <li>• Build stronger links with the community and embed these</li> </ul>   | <ul style="list-style-type: none"> <li>• Learners understand the nurture approach</li> <li>• Learner's needs are met in relation to their SEMH needs</li> </ul>  |   |  | <ul style="list-style-type: none"> <li>• Continued registration with Nurture UK for whole school approach to nurture</li> </ul> |

|  |  |                      |              |   |
|--|--|----------------------|--------------|---|
| <ul style="list-style-type: none"> <li>• Ensure all staff, especially new staff, have an understanding of emotions coaching, zones of regulation, restorative approaches</li> <li>• Ensure playground and playground activities are inclusive and that staff in the playground are using the above approaches</li> <li>• Continue to ensure all learning spaces are nurturing spaces as in expectations</li> <li>• Ensure some assembly time is dedicated to nurture within each school year</li> <li>• Questionnaires to staff, learners and families regarding the nurture approach and act upon feedback from questionnaires</li> </ul> | <ul style="list-style-type: none"> <li>• Nurturing interventions continue to exist for learners who require intervention</li> <li>• Learners feel heard and listened to</li> <li>• Parents feel that the correct interventions are in place to support their young person and place trust in the school</li> </ul> |                      |              |   |
| <p>Share the 'Developing Positive Relationships' and 'Anti Bullying' draft policies with the school community.</p> <ul style="list-style-type: none"> <li>• Act upon feedback given regarding the documents</li> <li>• Ensure pupils are part of the consultation process</li> </ul>   | <ul style="list-style-type: none"> <li>• Learners feel safe and listened to</li> <li>• The school community and parents feel that the correct interventions are in place to support behaviour management</li> <li>• Parents trust the school's actions towards behaviour management</li> </ul>                     | AH lead<br>All staff | January 2025 | <ul style="list-style-type: none"> <li>• The policies are referred to when encouraging positive relationships</li> <li>• All staff are using the restorative steps and conversations</li> <li>• The whole school community is aware of their role in developing positive relationships</li> </ul> |
| <b>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</b>  |  |                      |              |   |