

# HYTHEHILL PRIMARY SCHOOL



*Education, Communities & Organisational Development*

*„High Hopes, Health and Happiness“,*

*At Hythehill Primary School*



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## WELCOME

Hythehill Primary School,  
St. Margaret's Crescent,  
LOSSIEMOUTH,  
Moray,  
IV31 6RF

Telephone: 01343 812014

E-mail: [admin.hythehillp@moray-edunet.gov.uk](mailto:admin.hythehillp@moray-edunet.gov.uk)

Date of Issue: 15<sup>th</sup> December 2021

Dear Parents/Carers,

On behalf of all the pupils and staff, welcome to Hythehill Primary School!

Here at Hythehill, we pride ourselves on our positive and friendly ethos within the school. We are committed to working in partnership with our parents and families for the best interests of our children. We believe that a child's experiences in primary school are very important as they lay the foundation for future success in life.

The purpose of this handbook is to provide you with the necessary information which may help you to understand better the organisation, facilities and policies of the school. The information contained within this handbook is correct at the time of publication and is updated annually by the Head Teacher. This handbook has been prepared in accordance with guidelines set out by Moray Council and The Scottish Government. See service aims at [www.moray.gov.uk/moray\\_standard/page\\_43612.html](http://www.moray.gov.uk/moray_standard/page_43612.html)

We hope this booklet provides you with everything that you will need to know about your child starting with us at Hythehill School. However if you have any further queries, no matter how small, please do not hesitate to get in contact.

Yours sincerely,  
Mr Gordon Stewart  
Head Teacher (Acting)



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# COVID-19 IMPACT ON SCHOOLS

If you have concerns about sending your child to school during Covid-19 you should refer to the National Parent Forum of Scotland 'Back to school guidance' which has helpful advice. To find out more information about Covid-19 from a health perspective you will find more information from the NHS website.

All Moray schools have restrictions in place which have been risk assessed. There are enhanced health and safety protocols, limited visitors and enhanced cleaning regimes.

All measures have been put in place in order to reduce the risk of outbreak and transmission in schools. Copies of the following guides are available to support you and your children/young people at this time and may answer questions you may have.

- ☛ Parent/carer Information: <http://www.moray.gov.uk/downloads/file133650.pdf>
- ☛ Parent/carer Guide: <http://www.moray.gov.uk/downloads/file133651.pdf>
- ☛ Top Tips for Learners: <http://www.moray.gov.uk/downloads/file133652.pdf>



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# INTRODUCTION

Head Teacher	Mr Gordon Stewart (Acting)
Depute Head Teacher	Mrs Rachael Blackhall
Depute Head Teacher	Mr Martin Collins (Acting)
Principal Teacher SFL	Mrs Alison Sayers

School Administrator	Mrs Diane Russell
Clerical Assistant	Mrs Shirley Flett

## Contact Details

School Telephone Number 01343 812014

E-mail [admin.hythehillp@moray-edunet.gov.uk](mailto:admin.hythehillp@moray-edunet.gov.uk)  
School Website <https://blogs.glow.scotland.org.uk/my/hythehill>

School Address: Hythehill Primary School,  
St Margaret's Crescent,  
Lossiemouth,  
IV31 6RF

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

## Opening Times:

	Start	Finish
Nursery	9.00am	3.00pm
Primary 1-7	8.55am	3.00pm
Morning interval:	Whole school	10.30am – 10.50am
Lunch :	P1 - P3/4	12.00pm – 12.45pm
	P4 – P7	12.30pm – 1.15pm

Office hours are 8.30am – 4.00pm. Phone calls made to school outside these hours may take longer to be answered. Alternatively if it is a non-urgent message parents are encouraged to use the information line.

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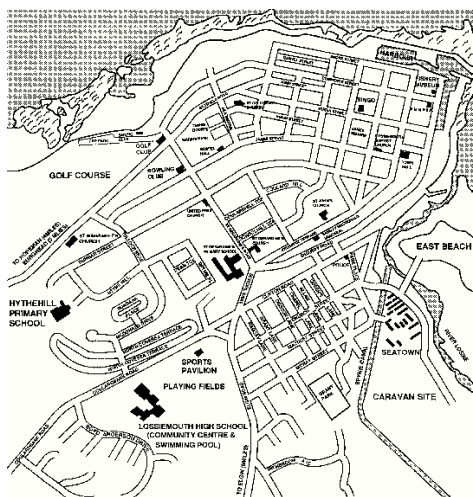


# INTRODUCTION TO HYTHEHILL

We are pleased that you have chosen to send your child to Hythehill Primary School and we look forward to working with you and your child to ensure a happy and successful school experience for all.

## History

We are very proud of our history and established links within the local community. The school was opened in 1965 and over the years has developed a strong sense of community with a number of local families having several generations educated at the school and a number of RAF families being educated here over the years as personnel and squadrons have moved in and out of RAF Lossiemouth. We consider this to be an asset as the children coming and going bring first hand experiences of the wider world into our classrooms.



## Our School

Hythehill Primary School and Nursery 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 300 primary children and 25 nursery children. We also have an Enhanced Provision Base with an Autism Accreditation certificate.

The catchment area of the school covers the west side of the town of Lossiemouth and surrounding rural areas to the west and south of Lossiemouth. We are also part of the Lossiemouth Associated School Group – this includes St Gerardine PS, Hopeman PS, Burghead PS and Lossiemouth High School

The teaching areas are housed on several levels. On the ground level there are three classrooms, the nursery and the Base. On a further three floors there are ten further classrooms, a food technology room and an ICT suite.

There are extensive grounds around the school including a staff and disabled access car parking area, a substantial outdoor learning area, raised flower beds, wildlife garden, a quadrangle with garden, concrete and grass playing areas and a large football pitch/athletic field. Our playground has painted games to encourage children to play cooperatively. We are currently developing our Loose Parts shed to encourage more creative play outside.

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### ASN Provision

At Hythehill, we have an Enhanced Provision Base, which also has the Autism Accreditation certification. The Base provides additional support through the provision of individualised workspaces and specific resources for those children who have been identified as having Exceptional Need. These children require individualised programmes of learning and for all or part of the day additional adult support. The majority of children accessing the Base and its resources are also active members of mainstream classes.

The Base is under the guidance of Mrs Alison Sayers, Principal Teacher of ASFL.



### Further Information

Pupils are taught in mixed ability classes, as far as possible, according to their age. Schools in Scotland are staffed to a formula that relates to the school roll. Hence, the size and distribution of the classes varies each year and means that we may form composite classes. This is a feature in many schools across the UK.

At Hythehill, we believe that primary school education is a very critical stage in a child's educational career. Therefore, as a staff, we help our children to acquire not only the basic skills in Literacy, Numeracy and Health & Wellbeing, but just as importantly, we strive to establish and foster positive attitudes and skills for Life, Learning and Work. We aim to create a friendly, caring community with the children being at the centre of learning, teaching and assessment.

At the start of each session, parents are given a list of holiday dates. Whole school newsletters are sent out on a monthly basis with reminders for parents of up and coming events. These newsletters and regular updates are put out in emails, texts, Class Dojo and the Parent Council Facebook page help to keep parents updated about what is happening in the whole school and individual classes.

We also have Parents' Evenings, Parental Engagement Events, Open Afternoons and Class Assemblies throughout the year where parents are invited into school to discuss their child's progress and activities which they have been undertaking.



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# THE MORAY COUNCIL



Education, Communities & Organisational Development is a single, integrated department which brings together Education; Social Work support for Children and Families; Community Care services for adults; and Lifelong Learning, Culture and Sports.

Our values: – Fair, Ambitious, Improving & Responsive

Our aims: –

- Ensuring people's outcomes remain at the heart of what we do
- Ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self-evaluation and continuous improvement



## Notes for Parents and Carers booklet

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 and Organisation 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)



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## **Data Protection Act**

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

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



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## STAFF LIST 2021/2022

Mrs Emma Carey	Class Teacher
Miss Shannon Campbell	Class Teacher
Mrs Emma Dobbs	Class Teacher
Miss Joanne Edwards	Class Teacher
Mrs Levi Mcnee	Class Teacher
Miss Katie McLaren	Class Teacher
Miss Megan McWhinney	Class Teacher
Mrs Sarah Middleton	Class Teacher
Mrs Emma Murray	Class Teacher
Mrs Kirsty Pollak	Class Teacher/ McCrone Teacher
Mrs Jill Robinson	Class Teacher
Mrs Louise Sutherland	Class Teacher/ McCrone Teacher
Mrs Honorata Tyczka	McCrone Teacher
Mrs Hannah Watson	Class Teacher
Mr Blair Williamson	Class Teacher
Mrs Emma Witkowski	Class Teacher
Mrs Judith Watt	Support for Learning Teacher
Mrs Janette Stone	Support for Learning Teacher
Mrs Marian Stuart	Support for Learning Teacher
Mrs Margaret Burns	Support for Learning Teacher (Relief)
Mrs Michelle Johnson	Nursery Manager
Mrs Sandra Gordon	Senior Early Years Practitioner
Mrs Caroline Jones	Early Years Practitioner
Mrs Donna Canham	Early Years Pupil Support Assistant
Mrs Zoe Lees	Early Years Practitioner
Mrs Adele Young	Early Years Support Worker
Mrs Claire Anderson	Pupil Support Assistant
Mr Calum Carey	Pupil Support Assistant
Mrs Carly Connelly	Pupil Support Assistant
Mrs Lorna Edwards	Pupil Support Assistant
Mrs Ros Fletcher	Pupil Support Assistant
Mrs Greta Main	Pupil Support Assistant
Mrs Cheryl Maxwell	Pupil Support Assistant
Mrs Lucy McManus	Pupil Support Assistant
Mrs Sarah McNeilly	Pupil Support Assistant
Mrs Evelyn Munro	Pupil Support Assistant
Mrs Laura Nicholson	Pupil Support Assistant
Mrs Louise Owbridge	Pupil Support Assistant
Mrs Lorna Owen	Pupil Support Assistant
Mrs Hayley Ralston	Pupil Support Assistant
Mrs Sam Rennie	Pupil Support Assistant
Mrs Kate Wood	Pupil Support Assistant
Mrs Wendy Stewart	Classroom Assistant
Mrs Beryl Thompson	Classroom Assistant
Mrs Jackie Thomson	Playground and Lunchtime supervisor
Mr William Glennie	Janitor
Mrs Brenda Bruce	Cleaning Supervisor

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# SCHOOL HOLIDAYS

Schools work in a group format, based on a Secondary school and its associated Primary schools. This is known as an Associated School Group (ASG). More information is available on the Moray Council website at: [www.moray.gov.uk/moray\\_standard/page\\_55590.html](http://www.moray.gov.uk/moray_standard/page_55590.html)



## Session 2021-2022

### School Open:

Term 1: 17<sup>th</sup> August – 8<sup>th</sup> October

Term 2: 25<sup>th</sup> October – 23<sup>rd</sup> December

Term 3: 10<sup>th</sup> January – 1<sup>st</sup> April

Term 4: 18<sup>th</sup> April – 1<sup>st</sup> July

### School Holidays:

16<sup>th</sup> August – In-service Day

11<sup>th</sup> – 22<sup>nd</sup> October

15<sup>th</sup> & 16<sup>th</sup> November – In-service Days

24<sup>th</sup> December – 7<sup>th</sup> January

10<sup>th</sup> – 14<sup>th</sup> February – mid-term

4<sup>th</sup> – 15<sup>th</sup> April

2<sup>nd</sup> May – May Day Holiday

12<sup>th</sup> & 13<sup>th</sup> May – In-service Days

3<sup>rd</sup> June 2022 – Queen's Platinum Jubilee

## Session 2022-2023

### School Open:

Term 1: 16<sup>th</sup> August – 7<sup>th</sup> October

Term 2: 24<sup>th</sup> October – 22<sup>nd</sup> December

Term 3: 9<sup>th</sup> January – 31<sup>st</sup> March

Term 4: 18<sup>th</sup> April – 1<sup>st</sup> July

### School Holidays:

15<sup>th</sup> August – In-service Day

10<sup>th</sup> – 21<sup>st</sup> October

14<sup>th</sup> & 15<sup>th</sup> November – In-service Days

23<sup>rd</sup> December – 6<sup>th</sup> January

10<sup>th</sup> & 13<sup>th</sup> February – mid-term

3<sup>rd</sup> – 14<sup>th</sup> April

1<sup>st</sup> May – May Day Holiday

11<sup>th</sup> & 12<sup>th</sup> May – In-service Days

3<sup>rd</sup> June 2022 – Queen's Jubilee

Plus 1 occasional day holiday to be agreed by  
31<sup>st</sup> March 2022

A list of school term dates is available on the internet and can also be found at [http://www.moray.gov.uk/moray\\_standard/page\\_55829.html](http://www.moray.gov.uk/moray_standard/page_55829.html)

## FAMILY HOLIDAYS DURING TERM TIME

Advice from the Scottish Executive 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 about such holidays, and each case will be considered on its merits.



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# SCHOOL UNIFORM

We strongly recommend the wearing of school uniform to lessen the pressure of children competing to wear the latest fashions. Visitors to the school comment on how smart the children look in their uniform. The uniform is blue school sweatshirts/cardigans with white polo shirts with grey or black skirts or trousers.



On formal occasions (e.g. festivals, public performances etc.) pupils participating will be asked to wear white shirts and their school tie. Sweatshirts and ties are available through the school office.

Sweatshirts, cardigans, ties and PE t-shirts are available to order from the school office.

The school operates a house system and it would be helpful if pupils could have a t-shirt in their house colours.



**EAGLE**

**FALCON**

**KESTREL**

**OSPREY**

P.E. kit consists of:

- Black or Blue shorts
- House team coloured t-shirt
- Non-marking plimsolls/trainers.



School requirements for new infants coming to school:

- PE shoes (preferably slip-on)
- tidy bag for PE kit
- school bag (large enough to carry everything plus a book bag which they will receive from the school)

You can apply for a clothing grant for your child if you are receiving benefits.

For further information please refer to section 7 of the 2013 "Notes for Parents and Carers" booklet.

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# GIRFEC – GETTING IT RIGHT FOR EVERY CHILD



Getting It Right For Every Child is a national policy to help all children and young people grow, develop and reach their full potential. It aims to improve outcomes for children and their families based on a shared understanding of their wellbeing. **Most children will receive all the support they need from their own families and community.**

As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In primary schools this will usually be provided by the Head Teacher or Depute Head Teacher. They 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. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to get in touch either by phone, email or alternatively a letter marked for the attention of your child's Head Teacher.

It is everyone's job to ensure that children are kept safe. Schools in Moray follow the [National Guidance for Child Protection \(2014\)](#) and are required to report any suspected child abuse to Police or Social Work.

If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- ☒ Physical abuse
- ☒ Emotional abuse
- ☒ Sexual abuse
- ☒ Neglect

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If you are unsure, ask for the Child Protection Co-ordinator in the School. They have received the latest training in Child Protection so that they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and/or Police can also be consulted out with School hours if required. More information can be found on the Moray Child Protection webpage here:

[http://www.moray.gov.uk/moray\\_standard/page\\_55497.html](http://www.moray.gov.uk/moray_standard/page_55497.html)



## Security

During the school day all external doors are locked. All parents, visiting specialists, visitors or volunteers to the school must report to the school reception and sign in before proceeding further into the building. All volunteer helpers in the classrooms are required to complete a PVG (Protection of Vulnerable Groups Scheme) form.

No child is allowed to leave the school or playground without permission. Please inform us if your child is going to be absent for part of the day due to a medical appointment so that the appropriate arrangements for collection are made.

The school also follows the Moray Child Protection Practice Guide which can be found at: <http://www.moray.gov.uk/downloads/file56162>

At this time, during Covid-19, the school is following a unique Risk Assessment, which is regularly reviewed and updated. No parents, visitors or volunteers are able to access the building. Any adults accessing the school grounds at pick up and drop off times are to wear facemasks and adhere to the 2m social distancing regulations as laid out by the Scottish Government.

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# VISION, VALUES and AIMS

At Hythehill Primary School our vision and values, underpin the culture within our school.

## Vision

We aim to inspire, include and improve educational experiences for all of our pupils whereby we promote “*High hopes, Health and Happiness at Hythehill*” for all.

<u>HIGH HOPES</u> means:	<u>Having HEALTH</u> means:	<u>Being HAPPY</u> means:
<ul style="list-style-type: none"><li>thinking that you will be able to achieve anything</li><li>always looking on the bright side</li><li>being willing to tackle a challenge</li><li>having ambition</li><li>not giving up</li><li>working hard</li><li>being determined and having goals</li><li>being positive</li><li>thinking of a bright future</li><li>helping others to achieve</li><li>aiming high</li><li>believing in yourself</li><li>not worrying, being happy</li></ul>	<ul style="list-style-type: none"><li>having an active life</li><li>eating healthy food</li><li>being healthy inside and outside</li><li>drinking lots of water</li><li>engaging in Sport</li><li>exercising</li><li>developing social skills through physical activity, team building and positive behaviour</li></ul>	<ul style="list-style-type: none"><li>smiling</li><li>playing well together</li><li>being friends</li><li>learning</li><li>playing well outside</li><li>helping others</li><li>giggling and laughing</li><li>playing fairly</li><li>being treated kindly</li><li>taking responsibility</li><li>getting a sticker for lovely work</li><li>making things in the sticky corner</li><li>winning a prize / SHINE</li><li>joining in circle time</li></ul>

## Values

Our school community is currently reviewing our whole school values, in line with the school undertaking UNICEF's Rights Respecting School Award.

## Promoting the Values

Whilst the review of the Values is being undertaken, we have continued to working with the currently values – S.H.I.N.E.

An inter-class competition operates in the school on a monthly basis to further develop pupil understanding of the 5 whole school values. The initials indicate its purpose:

SUCCESS

HONESTY

INCLUDED

NURTURED

EFFORT

Every six weeks the school assembles so that class teachers can report on progress against their 3 class targets which also reflect the School and Class Charters. The winning class for each month receives a class treat and individual winners from each class are presented with a certificate.



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<b>Successful Learners</b>	<b>Confident Individuals</b>
<ul style="list-style-type: none"> <li>Plan a structured and balanced 'Curriculum for Excellence'.</li> <li>Varied teaching methods and activities. E.g. 'active learning'.</li> <li>Encourage pupil responsibility for self/peer assessment and target setting.</li> <li>Monitor progress, record achievement and attainment to ensure each child reaches their potential.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the emotional, physical and social needs of pupils and help them develop positive attitudes, personal and social skills.</li> <li>Provide appropriate support for children with additional needs.</li> <li>Celebrating success in the classroom, the school and in 'out of school' life.</li> <li>Encourage a healthy and active lifestyle.</li> <li>Create within the school a warm, caring and supportive atmosphere in which children, staff and parents feel secure and valued.</li> </ul>
<b>Responsible Citizens</b>	<b>Effective Contributors</b>
<ul style="list-style-type: none"> <li>Encourage children to enrich the school and its community by acting responsibly and by valuing the unique culture and traditions of its past.</li> <li>Ensure that individual differences of race, culture and belief will be respected and celebrated as an enriching factor in the school community. Equal opportunities will exist for all.</li> <li>Enable children to take part in decision making in the school through the pupil council and class circle time activities.</li> </ul>	<ul style="list-style-type: none"> <li>Promote attitudes of enterprise and self-reliance.</li> <li>Encourage pupils to work on their own, and in teams to apply their thinking skills, to create and develop ideas, and to solve problems.</li> </ul>

### School Aims

1. To encourage every child to develop appropriate life skills and positive attitudes to learning in order to attain their highest potential.
2. To deliver a high quality curriculum providing breadth, depth, progression, coherence, relevance, challenge and enjoyment, personalisation and choice in accordance with national guidance.
3. To promote good relationships within the school community and to maintain a happy, purposeful and caring environment based on a sensible code of self and group discipline.
4. To encourage parents to take a positive and supportive role in the education of their child through the development of mutual respect and partnership with the school.
5. To encourage pupils to play an active part in the local community and to involve the community in the life of the school.
6. To provide a welcoming school environment that is well resourced and efficiently managed

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# PUPIL LEADERSHIP AND PUPIL VOICE

At Hythehill Primary School, we encourage the participation of our learners in our self-evaluation processes to further enhance the practices of our school. Throughout the year, children are provided with a variety of opportunities to share their thoughts and views with others, being part of our school improvement journey.

At Hythehill, we have 3 well established Pupil Voice Groups.

- Pupil Council
- Rights Respecting Schools Steering Group
- Eco-Committee

Each Pupil Voice Group has 2 pupil representatives from each class. These committees meet twice a term to develop aspects of the School Improvement Plan or support a focus within our community. A member of the Senior Leadership Team is linked to each group, as well as there being a teacher representative as well.

Children coming into P7 are given a booklet about 'Being a Senior Pupil in Hythehill' and they are all encouraged to apply for the post of girl or boy house captain. Following the completion of application forms, the house members read letters and listen to presentations before electing their own house captains giving senior pupils the opportunity to take responsibility.



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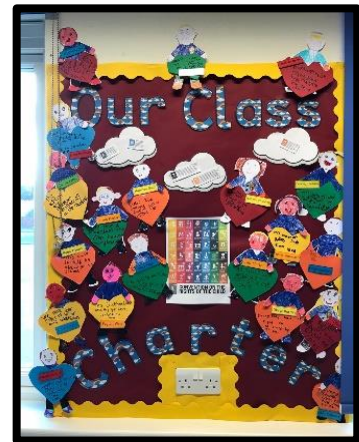


# PROMOTING POSITIVE BEHAVIOUR

We encourage children to have a responsible and caring attitude towards others through our Positive Relationships Policy. This provides us with opportunities to celebrate their successes and achievements in all aspects of school life.

## Class Charter

Each class creates their own charter which sets clear expectations and norms for working within the classroom setting. Charters are reviewed periodically across the year to ensure they are relevant for learners. All charters are directly linked to the UNCRC Rights of the Child and expectations from adults to achieve these rights.



## House Points

All children in Primaries 1 – 7 are allocated a house on enrolment. Throughout the year, children can earn House Points for academic and personal achievements. These points are awarded by staff and recorded on their class House Point display in class. At the end of each term, the P7 House and Vice Captains collect in class points. They collate the points and adjust the wall display. At the end of the year, the winning house is presented with the House Cup at our closing awards ceremony.



## S.H.I.N.E. Reward Cards

All children are issued with a SHINE reward card. Each day children can earn up to 2 stickers/ stamps in their reward chart for demonstrating our whole school values. On completion of their chart, this is then posted in the SHINE Card box and prizes are awarded to pupils for completing a certain amount of charts throughout the year.



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### S.H.I.N.E. Award

Each month, class create 3 targets for working on within the classroom. These challenges are directly linked to the school values and created by learners for their own self-improvement. Challenges are displayed within the classroom and on our whole school SHINE board for all stakeholders to see. Up to 5 points can be awarded for each challenge.

At the end of the month, classes meet together to share about progress and pupil success. Classes identify a pupil from each class who has strived to meet all 3 challenges. They receive a special certificate in recognition for their efforts. The winning class from each month celebrates with a chosen reward. The total points from each month are displayed and at the end of the session, the class with the most points is presented with the SHINE trophy at our end of year awards ceremony.



### Wider Achievements

Once a month, children are encouraged to share their wider personal achievements out with the school day with others in the school during a special achievements assembly. These are displayed as stars on the Wider Achievements board in the foyer of the school. Pupil achievements are recorded on our whole school wider achievement tracker.

We believe in a positive approach towards behaviour management but where this fails consequences will be enforced. Consequences may include:

- verbal warnings for misbehaviour, or for persistent misbehaviour
- loss playtime on the main playground
- written exercises
- withdrawal of privileges
- reported to the Depute Head Teacher or 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.

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## SOLUTION ORIENTATED SCHOOL (S.O.S)

Hythehill Primary is a 'solution oriented' school. We encourage children to treat others as they would like to be treated themselves. Positive playground play and behaviour is emphasised. We have also developed Nurture Groups which take place throughout the school to support the development of social skills. These groups are composed of children who have been identified by the class teacher or who, through, working with parents have been identified as requiring some support in to cope in various social situations. These situations can be in school and/or at home. All multi-agency meetings held in the school use a 'solution-oriented' approach.

There are adult supervisors in the playground who reinforce the positive play message and monitor behaviour. Pupils are asked to talk to an adult or teacher about matters that are not resolved or causing distress.



## Bullying

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).

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# PUPIL ENROLMENT AND TRANSFER

## New to school – Primary 1

Children starting school for the first time do so in August. Children are eligible for enrolment if they will be five years old before 1<sup>st</sup> March the following year.

During term 2, an extensive transition project commences which involves all the Early Learning Centres and during this term potential new pupils and their families are invited to attend an open morning/afternoon. This is an opportunity for parents choosing a school to have a look around the building, meet the Head Teacher, Depute Head Teacher and current Primary 1 teachers.

In January, a notice is placed in significant places across the community and official social media sites which inform parents about the enrolment process. Every parent enrolling a child for P1 will receive a copy of the school handbook, Standards & Quality Report and P1 induction pack.

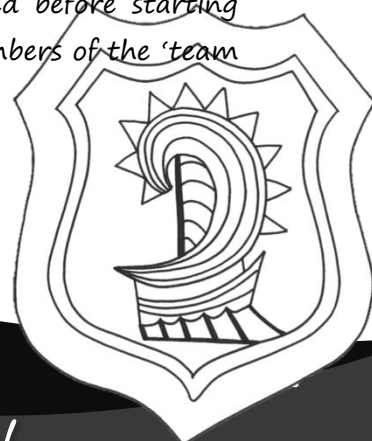
Following this the extensive transition process continues where staff from the school meet with the various pre-school providers, the Health Visitors and your child to begin to gather information about your child's development and interests. During this time, a number of different taster sessions are arranged for new Primary 1 pupils to attend with their parents/carers.

In May, parents are invited along to an Induction meeting about the school day, curriculum etc. At this meeting, parents have an opportunity to meet their child's class teacher. The 'new' P1 children are then invited to the school during term 4 to spend some time over a period of weeks with the other children who will start school with them. When children start school in August, they attend fulltime from week one.



The first few weeks in a new school can be a struggle for some children and their parents and so it is important that a successful start is made in building relationships and establishing clear lines of communication between home and school. Members of staff in Hythehill have experience in ensuring that new pupils arriving at the school are handled sensitively. For some children, an extended transition can be provided before starting school. This is organised by our SLT in discussion with the relevant members of the 'team around the child'.

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## New Pupils

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Hythehill Primary School should telephone the school office during office hours to request an appointment to visit the school. You and your children will be shown around the school building so that you all become familiar with the layout. There will also be the opportunity to visit classes at work and meet some of the teachers, adult helpers and other staff members who work at Hythehill. The Head Teacher or Depute Head Teachers will answer any questions that you or your children may have too.

## 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 advise that children should be allowed to settle over a few weeks, unless there are major concerns, and then parents should arrange to meet the teacher to discuss how the transfer has gone.



## Supporting our Military Families

Hythehill Primary School and Nursery serves the only RAF base in Scotland. To support these children we have an allocated Forces Families Support Workers and the Little Troopers Group. They work with pupils and the school in supporting children during transition periods and whilst a parent is on detachment. As a school, we approach all changes with a range of support strategies for both parents and pupils.



## Nursery

Attached to Hythehill Primary School is an Early Learning and Childcare Centre which caters for 20 children in the Lossiemouth High Associated School Group catchment area. Mrs Michelle Johnson, the Nursery Manager, manages the nursery separately. Children can be enrolled during the month of January for joining the nursery class at the start of the next school session. Places are allocated according to the criteria set by Moray Council with priority given to children resident within the same pre-school provision. The Nursery Manager manages the requested place with children already having a sibling in attendance being given priority. A separate nursery handbook with additional information is available on request.

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## Moving on to Secondary School

At the end of Primary 7, pupils move onto their secondary education. Pupils from Hythehill Primary usually transfer to Lossiemouth High School. There is an extensive transition programme, which begins in Primary 5 by the four primary schools who all take part in a series of transition class projects.

In January, enrolment and parental consent forms are completed for children moving on to secondary education. In February, Guidance staff visit the school. In early June Guidance staff once again visit and pupils spend two days later in June at the High School.

There are enhanced transition opportunities scheduled for pupils who have additional needs or who may be vulnerable. For these pupils extra visits are arranged and a transition programme runs over the summer holidays too.

Lossiemouth High School holds an 'Information for Parents' evening in mid-June.

The contact details for Lossiemouth High School are:

Head Teacher:

**Mrs J Simpson**

Telephone Number

01343 812047

Address:

Coulardbank Road

Lossiemouth

Moray

IV31 6JU

Email:

[admin.lossiehigh@moray-edunet.gov.uk](mailto:admin.lossiehigh@moray-edunet.gov.uk)



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# PROCEDURES FOR CONTACTING THE SCHOOL

The School Administrator is Mrs Diane Russell. Parents can contact the Office on 01343 812014 with any enquiries or to advise the school of your child's absence. The Office is open from 8.30am until 4.00pm. Calls made to the office outwith these times will be transferred to our answer machine.

The school telephone information line can also be used to leave messages or to hear about any general school information e.g. in the event of severe weather closing the school. You can use this information line to leave any non-urgent messages when the school is not open.

## Pupil Absence

For the safety and welfare of your child it is important that the school is informed, by telephone on the morning of the first day of absence, if possible **before 9.15am**. Alternatively a message can be left on the school telephone answer machine or the information line by following the instructions below for a non-urgent message. If an absence is not recorded and contact is not made with the family by 9.30am, then the school has a Duty of Care to inform the Police.

## School Telephone Information Line

Instructions for the use of the School Telephone Information Line are as follows:

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

## SEVERE WEATHER WARNING

- Dial 0870 054 9999
- Dial in the school's PIN ~ 031270
- This will take you to the Hythehill's mailbox where you will enter a menu system
- Press 1 – to hear information about severe weather affecting the school day.

## LEAVING A NON URGENT MESSAGE

- Dial 0870 054 9999
- Dial in the school's PIN ~ 031270
- This will take you to the Hythehill's mailbox where you will enter a menu system
- Press 2 – to leave a non-urgent message
- Record your message after the tone remembering to include your child's name
- Press any number when you have finished.

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## Concerns and Complaints

Hythehill operates an open door policy, which means that parents are encouraged to contact the school office in order to make an appointment to speak to staff at a mutually convenient time. This appointment may not always take place on the same day as the request is made due to other learning and teaching commitments. If issues remain unresolved then an appointment can be made (through the school administrator) with the Depute Head Teacher or Head Teacher.

Daily communication with school can be made by using Class Dojo or sending an e-mail to the school through our admin e-mail address:

[admin.hythehillp@moray-edunet.gov.uk](mailto:admin.hythehillp@moray-edunet.gov.uk)



## Valuables and Lost Property

Any money or valuables which a child may have to bring to school should be sent in a secure purse or envelope and, if necessary, be given to the class teacher for safe keeping. Mobile phones should be handed to the class teacher at the beginning of the day and if children bring electronic toys to school then the children and parents must take full responsibility for these. Watches and jewellery should not be worn on days allocated for P.E. or other sports. The school cannot be held responsible for valuables which have not been handed over for safe keeping and are subsequently lost or damaged.

Parents should ensure that all items of clothing and footwear are clearly labelled or marked with their child's name. Any item found on school property will be retained in school until the end of the current term, after which it will be bagged up and put into the Rag Bag bin in the school playground for collection. Monies from this collection are used towards the repair and replacement of small playground equipment.



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# CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the national curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise attainment and 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 not a 'one size fits all' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Our curriculum enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this.



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

<https://education.gov.scot/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 studies, 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 for Excellence is all about bringing real life experiences into the classroom. 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>

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## Curriculum Levels

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

■ <b>Early Level</b>	Pre-school through to the end of Primary 1
■ <b>First Level</b>	Primary 2 – Primary 4
■ <b>Second Level</b>	Primary 5 – Primary 7
■ <b>Third and Fourth Level</b>	Secondary 1-3
■ <b>Senior Phase</b>	Secondary 4-6

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)

Teachers plan work appropriate to groups or individual pupils using the CfE Experiences and Outcomes. Children learn at different rates and teachers plan carefully to meet their needs, develop their skills and attitudes and ensure challenge and progression.

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. At Hythehill, we use detailed planning and 'Thinking Talking Floorbooks' to deliver inter-disciplinary learning opportunities using interesting 'Contexts for Learning' e.g. Scotland, The Rainforest, Toys Then & Now, etc. Not only do children learn more about the context, but they are continuously developing their literacy, numeracy and social skills too.

### **The Seven Principles –**

all learning must take account of these principles:

- **Challenge and Enjoyment**
- **Breadth**
- **Progression**
- **Depth**
- **Personalisation and Choice**
- **Coherence**
- **Relevance**

This is to ensure children's development is useful and meaningful

### **The Eight Curriculum Areas –**

containing a range of subjects:

- **Literacy and Languages**  
Communicating with others. Reading, Writing and Modern Languages
- **Numeracy and Maths**  
Number work, Problem Solving
- **Health & Wellbeing**  
Personal, social and emotional health. Also P.E.
- **Social Studies**  
Scotland and the World; past, present and future.
- **Expressive Arts**  
Art, Drama, Music and Dance
- **Technologies**  
Food, Textile Design and Computing.
- **Religious and Moral Education**  
Religions, values and beliefs.
- **Sciences**  
Understanding our planet



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# MORE ABOUT THE CURRICULUM

## Play Pedagogy

Play is acknowledged as an essential part of the primary curriculum, particularly at the early stages where it is used as a vehicle for pupil learning and development. It provides a focus for children to explore and to learn about sharing materials and ideas. Play encourages a growth mindset of curiosity which helps children to learn, unlearn and relearn concepts as well as gain an understanding of their world. The ways in which children learn through play are discussed more fully at nursery and P1 induction evenings.



## Literacy & Languages

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

## Talking and Listening

We encourage:

- clear pronunciation of words and correct grammar
- discussion in groups/whole class
- presentations to groups/whole class/ whole school
- listening to the opinions of others if they are to fit in socially and to increase their concentration span.



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### Reading

The ability to read is one of the basic requirements of an education for life. In Hythehill, we give reading a high priority not only through 'reading books', but through encouraging children to read for meaning in all classroom activities and in the environment.

Our reading scheme is introduced in Primary 1, alongside the Jolly Phonics scheme. Children learn to build vocabulary through sound recognition and blending. Children are also given keywords to build sight vocabulary. Children are given both fiction and non-fiction books by the class teacher, as well as presented with opportunities to choose their own books from the school library. Parental support with reading and modelling of good practice is encouraged through various homework activities.

The teaching strategies employed are dependent on the needs of the children as individuals or within a group. A strong emphasis is placed on phonics as the support for early reading. Staff are always looking for new and exciting ways to encourage children to embrace the love of reading.



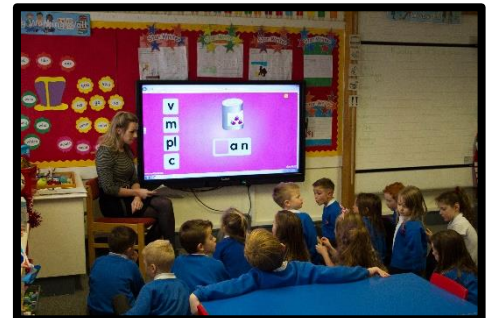
### Writing

The school uses a writing programme developed by the local authority to support the development of children's writing experiences. This programme offers individuality, continuity and progression across the school. Various forms of writing are undertaken in class to further pupil understanding regarding the purpose of writing.

### Spelling

From Primary 1 onwards, children use the Jolly Phonics scheme to further their understanding about letter sounds, spelling patterns and rules.

The blends and spelling rules taught in class are sent home as part of the school's homework programme. Parental support in learning spellings through various homework activities is welcomed.



### Handwriting

Letter formation is an important motor skill for all children to practise. Throughout the school children are encouraged to develop a fluent style of handwriting and apply it to all aspects of their work.



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## 1+2 Languages

All these literacy skills are further developed with the introduction of French from Primary 1 and a further language, Spanish, being introduced from Primary 5 onwards. The availability of languages at Second Level depends on teacher specialism.



## Numeracy & Maths

Numeracy plays an important part in everyday life and within specific contexts such as science, technology and industry. It is about solving problems not just 'doing sums'. The ability to calculate quickly is essential. We aim to develop our children's ability and confidence to have a high level of competence in mental calculations involving addition, subtraction, multiplication and division so that they can apply these skills in real life situations.

There are three broad topics within the Numeracy curriculum:

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

Within all three of these topics there will be opportunities to tackle problem solving activities that encourage the practical application of mathematical knowledge and understanding.

At Hythehill the practical activities, necessary for children to fully understand computation, will come first. We use a variety of teaching materials, textbooks, cards and computer programmes. Games and interactive activities are used to learn basic facts and to give repeated practice. Children need to practise orally and in written form to ensure that they can access numerical facts quickly and accurately. Mental maths is given a high priority in our school. Parental support in the learning of number bonds, tables, etc is welcomed.



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## Health & Wellbeing

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

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

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

Through circle time we actively encourage the children to take turns in sharing ideas and experiences, as well as displaying acceptable behaviour, courtesy and respect for all. All children are given a variety of opportunities to work cooperatively as part of a group to help further develop the skills introduced through circle time.

## Religious and Moral Education

In the teaching of Religious and Moral Education, we follow the outcomes and experiences as outlined in CfE. These include:

- ❑ Beliefs
- ❑ Values and Issues
- ❑ Practices and Traditions

Moral education permeates the life of the school as we encourage children to be members of a caring and responsible community through the appreciation of fairness, justice, honesty and respect for others. We also help children to being to address the process of making decisions and choices about personal attitudes and behaviour.

Our School Chaplin conducts online assemblies throughout the calendar year.

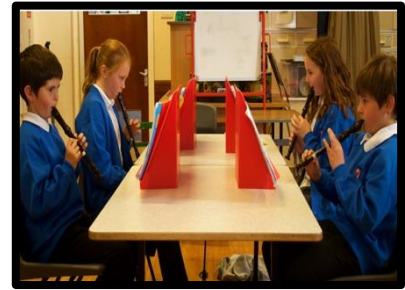
Parents are entitled to withdraw their children from R.E. lessons if they so desire. To make these arrangements please forward a letter to the Head Teacher stating your reason/s for this request.



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### Expressive Arts

- 📖 Art and Design
- 📖 Drama
- 📖 Music
- 📖 Dance



Expressive Arts encourages children to be creative and expressive, while providing them with opportunities to explore different media. Primary 5 children benefit from ukulele instruction and individual children are taught various instruments following an audition. These individual lessons carry a fee which is billed directly to the parent from the tuition service. The school does not have any interaction with administration of these fees.

### Technologies & ICT

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning.

These are:

- 📖 Technological development in society
- 📖 ICT to enhance learning
- 📖 Business
- 📖 Computing science
- 📖 Food and textiles
- 📖 Craft, design, engineering and graphics



The school is very well supported with netbooks and other technology resources, such as k'nex and logo.

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.



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# LEARNING AND TEACHING

## Varied Learning Methods

Curriculum for Excellence encourages the use of different approaches to learning in schools developing learners' skills, knowledge and understanding in more depth.

At Hythehill the children are presented with opportunities to learn using a variety of different teaching methods. These are examples of how children learn:

- 📦 **Using Technologies** – find, research, communicate, create and present
- 📦 **Active Learning** – engaging with the learning task, whether mentally or physically rather than being a passive learner and just completing a task.
- 📦 **Cooperative Learning/Critical Skills** –encouraging learners to discuss their ideas and solve problems together to gain a deeper understanding.
- 📦 **Interdisciplinary Learning** – using links between different areas of learning to learn, unlearn and relearn, as well reinforce and deepen understanding.
- 📦 **Outdoor Learning** – Using the local community and surrounding environment. Grant Park opposite our school provides a wonderful environment in which to promote outdoor learning. Outdoor learning forms an integral part of our health and wellbeing curriculum and learning skills for life.
- 📦 **Personalisation and Choice** – encouraged to plan their learning with the class teacher through the use of Thinking, Talking Floor Books, so that they have ownership of what they learn. This provides strong motivation and engagement of our learners as well as giving them a deeper insight into what they are learning and why they are learning it.

## Skills

The CfE emphasises the development of *skills* for learning, life and work. These are wide ranging and include:

- 📦 **High Order Thinking Skills** – thinking about complex issues, problem solving, analysis, evaluation and creativity.
- 📦 **Critical Thinking Skills** – making judgements and decisions, communicating, cooperating with others and self-organisation.
- 📦 **Growth Mindset** – thinking and discussing how a fixed belief of non-achievement can be addressed through rewording the approach to learning and celebrating success for all.



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## Assessment

At Hythehill assessment is the cornerstone of good teaching and learning and it is important that information about children's progress is collected systematically and used for appropriate action.

Teachers assess all aspects of the curriculum and personal development on a daily basis as they observe, question, listen, correct work and prepare tasks. We assess to identify the strengths and areas for development for each child in order to improve their attainment. Effective assessment can ensure that teaching and learning experiences are matched to the needs of all the children and that this information is used to plan for the next stage of development. Teachers also regularly update the school's Tracking and Monitoring system, which informs planning, Reporting to Families and pupils' learning needs.

Pupils are actively encouraged to assess their own work and that of their peers, identifying their next steps and developing their skills to become independent learners. These are recorded in the week Reporting to Families reports sent home to parents. More formal 'Progress over time' is reported to parents on a termly basis.

More formal assessments include:

- ❑ PIPS (Performance Indicators in Primary Schools) testing of P1 pupils takes place at the start of the school year to provide a baseline indicator of the knowledge each child has when entering school. Primary 1 pupils also participate in SNSA assessments towards the end of Primary 1. This data informs Teacher Professional Judgement.
- ❑ Primary 2, 3, 5 and 6 pupils complete INCAS (Interactive Computerised Assessment System) tests in Reading and Maths. These are used as an internal tool to confirm Teacher Professional Judgement of the children's' learning needs and checks the child's progress over time. This information is also used to inform identified Support for Learning needs.
- ❑ Primary 4 and 7 complete SNSA assessments. These assessments are to provide further information to support Teacher Professional Judgement when assessing with a pupil has achieved a level within the Curriculum for Excellence.
- ❑ Literacy and Numeracy is moderated throughout the year as part of the school's moderation programme and as part of the Associated Schools Group (ASG) programme.

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### Attainment

At Hythehill we work collaboratively to continue to raise attainment across all ages and stages. We understand that all children learn and make progress at different rates, therefore lessons are well planned with pace, challenge and differentiation so that all pupils can achieve their potential.

Attainment is tracked at various times of the academic year by SLT, involving in depth scrutiny of data and conversations with staff members.

Data from formative and summative methods of assessment are analysed by teaching staff and the SLT to ensure that timely interventions are put in place to support learners' needs.



### Reporting Arrangements

Parents meetings involving pupils, parents and teachers are held in January of each year. As well as these more formal arrangements for parents to discuss their child's work and progress with the class teacher, the process of reporting is ongoing throughout the year.

Children's learning is shared with parents in a variety of ways such as weekly profiles, termly reports, pupil reflections, meet the teacher sessions, school website, presentations/performances, homework tasks, open afternoons, Class Dojo, school fayres, 'Open Afternoons', parent focus groups etc.



Children receive 2 reports written by their Class Teacher each year, which shares with parents/ cares key information about children's progress in Literacy, Numeracy and Health & Wellbeing.

Throughout the year, children also gather evidence of learning in their 'Assessment Folder' which is kept in school and passed on to the next Class Teacher.

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## SUPPORT FOR LEARNING

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, are experiencing difficulties. When a child has been identified as requiring additional support, parents will be notified and in some cases 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 LSP (Learning Support Plan) and/or an IEP (Individual Education Plan) devised for them. The LSP and IEP will be shared with parents and the programme will be monitored and updated on a regular basis. Staff also work in partnership with other agencies e.g. Speech & Language Therapy, Educational Psychology.

The Support for Learning teacher may work with a child, or group of children, in the classroom and sometimes children are withdrawn from class for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer term requirement.

We also appreciate that some pupils will exceed expectations and need to be challenged in their learning. These needs will normally be met by the Classroom Teacher, but occasionally the Support for Learning Teacher may work with individual pupils or small groups to extend their learning.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010 and 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>

**Enquire** – the Scottish advice service for additional support for learning  
Enquire offers independent, confidential advice and information on additional support for learning. Enquire provides a range of clear and easy-to-read guides and factsheets including the parents' guide to additional support for learning.

Telephone Helpline: 0845 123 2303

E-mail 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)



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# SCHOOL IMPROVEMENT

At Hythehill we strive to improve the educational experiences for all our pupils. The priorities we have identified for this year have been discussed with the Parent Council, pupils and staff at Hythehill. These are detailed in our School Improvement Plan which can be found in Appendix B.

## THE SCHOOLS SUCCESSES OVER THE YEAR

Full details of the school's successes and achievements are available in the 'Standards & Quality Report' in Appendix C.

Achievements continue to be celebrated regularly through online assemblies, presentation of certificates and stickers, monthly newsletters, out of school achievement displays in our foyer and celebration of events in local newspapers. This year we have continued to experience many successes and achievements; some of these are:

- Open afternoons, class assemblies focusing on aspects of the SIP and highlighting these areas through a whole school approach.
- Very successful Harvest festival, where local senior citizens enjoyed our assembly, and tea and refreshments afterwards. Donations received were shared between senior citizens and Moray Foodbank.
- House fundraising events for local and national charities
- P1-3 nativity and P4-7 concerts were a huge success.
- Charity fundraising events e.g. Red, White and Blue Day and Children In Need.



A copy of the current School Improvement Plan and annual Standards and Quality Report are available from the school office. A copy of the Standards and Quality Report is sent annually to all parents. If you wish further information please contact the school.

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# **PARENTAL INVOLVEMENT OPPORTUNITIES**

We aim to communicate effectively with parents and to work in partnership with you. We ask that you, as parents, take an active interest in all that your child does and support us in maintaining the high standards set by the school.

## **Parent Council**

The aim of our Parent Council is to enhance the co-operation and partnership, which already exists between parents, staff, the Education Authority and the wider community. This group is often asked by the Head Teacher to consult on new policy documents, the School Improvement Plan, issues of safety etc.

## **Parent Consultations**

At Hythehill we value the opinions of our parents and members of the community. We consult with a sample of people when making important changes in the school and when revising policies.

## **Homework**

The school has a homework policy and progression for children in P1-7. We actively encourage parent to support their child's learning at home. Allow time to complete reading and other homework in an environment that is free from distractions. Discuss their learning with them and do not hesitate to add any comments you have about their learning, when you sign their reading records or homework diaries.

## **Open Afternoons/Class Assemblies**

We offer open afternoons for parents to view their child's learning and achievements. These may be a whole school event or as a class complete a relevant piece of learning and wish to share it. Primary 1 carry out 'shared learning' every Friday with their parents.

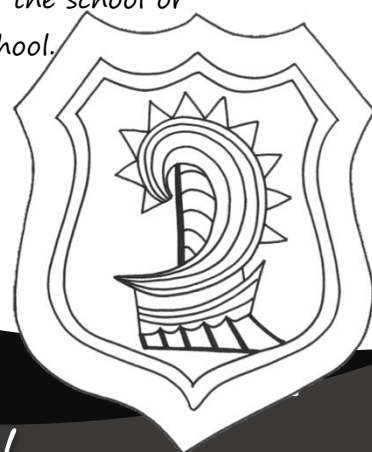
Each class also undertakes a 'class assembly' once a year to which parents are invited.



## **Curriculum Information Sessions**

At various times of the year and in accordance with the Action Plan of the school or Parent Council holds explanatory sessions on different aspects of the school.

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at Hythehill Primary School*





## SCHOOL AND WIDER COMMUNITY LINKS

At Hythehill Primary School, we work closely with the wider community and believe that fostering strong partnerships benefits pupils, parents and staff. Listed below are some of those we have worked with recently:

- 🏠 Moray Council
- 🏠 Education Scotland
- 🏠 Active Schools
- 🏠 RAF Lossiemouth
- 🏠 School Nurse
- 🏠 Police
- 🏠 Fire Service



Given our location to RAF Lossiemouth and the very significant number of pupils with RAF connections, the school works closely with families who are moving to/from the area. We encourage parents who have a family member deployed abroad or away from Lossiemouth or who have any other concerns, to speak to their child's class teacher, Depute or Head Teacher as appropriate.

### WEB LINKS

Moray Council:

<http://www.moray.gov.uk/index.html>

Hythehill Primary School Website:

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

Education Scotland:

<http://www.educationscotland.gov.uk/>

Eco Schools:

<http://www.keeptoscotlandbeautiful.org/sustainable-development/education/eco-schools>

Internet Safety for Parents:

<https://www.thinkuknow.co.uk/Parentsold/>

Scottish Parent Teacher Council:

<http://www.sptc.info/>



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## **SCHOOL MEALS**

All schools in Moray provide a wide range of healthy food in their menus from the National Initiative 'Hungry for Success' menu choices. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition, the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision.

Free school meals are offered to all P1–5 pupils from January 2022. School meals for P6 and P7 are available at the current charge of £2.30 per meal. Tickets are no longer sold, but lunches can be paid for through the lpay (online system) or through the canteen where the canteen staff log payment online before and at the end of each school day. In cases of emergencies or sudden alterations of plans, meals will, of course, be provided to be paid for afterwards. Provision is made in the school for the consumption of packed lunches.

You can apply for free school meals for your child (P6 and P7) if you are receiving benefits. For further information please refer to section 7 of the 2014 "Notes for Parents and Carers" booklet.

A letter will be issued to parents if a number of unpaid tickets accumulate, firstly from the canteen, if no payment is forthcoming a letter is then sent from The Moray Council Head Quarters

## **TRANSPORT**

The school is unable to accept responsibility for bicycles and scooters and in the interest of safety only children from P4 upward should be cycling to school. The school carpark is for staff and disabled parking only.

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 water cooler available to top up bottles. Please bring a named water bottle to school.

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# HEALTH & SAFETY IN SCHOOL

## Allergies

At Hythehill Primary School we have pupils and staff with nut allergies (anaphylaxis) and in the event of an allergic reaction will require the administration of an EpiPen containing adrenaline. For this reason we strongly advise our parents not to send any nut based products to school for snack or packed lunch. The Moray Council operates a nut free policy in all their school kitchens.

## Accidents in School

If your child is unfortunate enough to have an accident in or around school the following steps are taken:

- ❑ When the injury is minor, first aid is given in the school and the child is returned to class.
- ❑ All head injuries are recorded and parents are informed by a letter sent home with your child.
- ❑ When the accident is serious, and it is felt that professional aid is required, we try to contact the parent immediately. The child will then be taken to the Medical Centre by the parent. If the parent cannot be contacted quickly, then a member of staff will take the child. The casualty department at Dr Gray's Hospital is also available for treatment as a second option.
- ❑ In an emergency, an ambulance will be called by dialling 999 and in most cases the child will be taken to Dr Gray's. Again, the parent will be contacted as quickly as possible.
- ❑ We will try to contact parents by telephone, to allow them to be present with their child as soon as possible. It is most important that we can contact parents at home or at work, and where this is not possible, someone who is known to the child may be contacted.
- ❑ If parents have managed to be present, they would normally take their child home after treatment. If not, the child would be returned to school and kept as comfortable as possible until the parents are contacted.
- ❑ Remember that children involved in a nasty accident usually suffer some degree of shock and need the comfort of parental presence.

NOTE: IT IS EXTREMELY IMPORTANT THAT YOU KEEP YOUR EMERGENCY CONTACT NUMBERS UP TO DATE.

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## Administration of Medicine

A copy of the guidance document "Supporting Pupils with Medical Needs in School including the Administration of Medicines" is available from school.

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

Please also refer to section 8 of the "Notes for Parents & Carers 2013" booklet.

## Head Lice Guidelines

Parents are responsible for:

- ☒ Making sure that all family members know about good hair care, including regular thorough combing.
- ☒ Being vigilant for the signs of early infection (e.g. louse casts and faeces on the pillow).
- ☒ Regular (weekly) detection combing, on wet hair with a louse detector comb, and detection combing if warned that a member of the family or household has been in contact with someone with lice.
- ☒ Using lotions according to the instructions – but *ONLY* if live lice are found. Nits are *NOT* live lice.
- ☒ Contact tracing – telling all close contacts of infected members of the family.
- ☒ Inform the school if any school-age child is found to have lice.

Parents should consult their health visitor or school nurse for further advice, or for confirmation of the diagnosis.



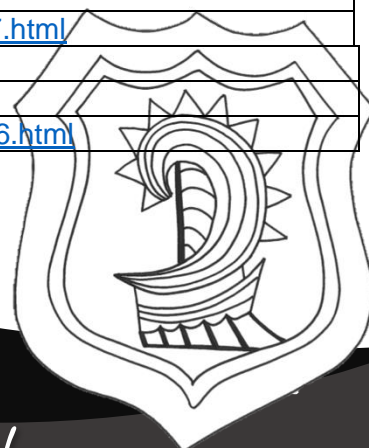
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**Moray Council**  
**Education, Communities & Organisational Development**

**Address:** Council Office, High Street, Elgin IV30 1BX**Telephone:** 01343 563374**Email:** [education@moray.gov.uk](mailto:education@moray.gov.uk)**Hours:** 8.45am - 5.00pm Monday to Friday**Website:** [www.moray.gov.uk](http://www.moray.gov.uk)**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) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
Email:	Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>	
Website:	<a href="http://schoolclosures.moray.gov.uk/">http://schoolclosures.moray.gov.uk/</a> <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>	
Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>	

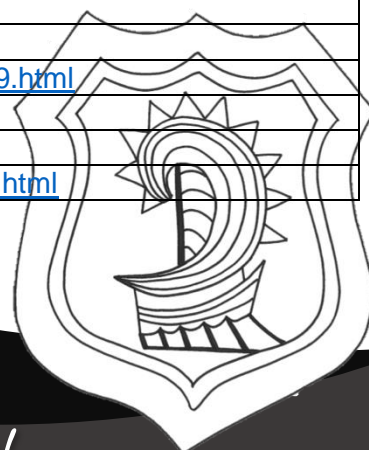
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## Moray Council A-Z

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>	
School Term and Holiday Dates	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_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a>	
Transport (For Pupils)	Telephone:	0300 123 4565
Email:	<a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a>	
	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>	

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SCHOOL HANDBOOK: APPENDIX B

**SCHOOL IMPROVEMENT PLAN 2021-22**

<b>SCHOOL:</b>	<b>HYTHEHILL PRIMARY SCHOOL</b>	<b>QIO LINK:</b>	<b>STEWART MCLAUCHLAN</b>		
<b>Priority 1</b>					
<i>Summary of Priority: To improve our learning, teaching and assessment practices to raise attainment for all learners.</i>					
<b>Key links to Moray Education Priority Area(s):</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> X Raising Attainment and Achievement  X Learning, Teaching and Assessment  X Curriculum </div> <div style="width: 45%;"> <input type="checkbox"/> Self-evaluation for Self-improvement  <input type="checkbox"/> Supporting All Learners  X Leadership at all Levels </div> </div>				
<b>NIF Priorities:</b>		<b>NIF Drivers:</b>		<b>Children's Services Plan:</b>	
X Improvements in attainment, particularly in Literacy and Numeracy X 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		X School Leadership <input type="checkbox"/> Teacher Professionalism X Parental Engagement X 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	
				X 1.1 <input type="checkbox"/> 1.2 X 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 X 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7
				<input type="checkbox"/> 3.1	X 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Conduct a review our school values and curriculum rationale, post COVID-19, to ensure there are relevant for our pupil stakeholders.	Our school values will be relevant and applicable for all in our learning community. Our curriculum rationale will display a clear set of experiences which pupils receive as part of their learning.	October 2021	HT SLT	<ul style="list-style-type: none"> <li>Staff meetings</li> <li>Feedback from parents, pupils, practitioners and wider community members.</li> </ul>

Review our curriculum progression pathways and materials, ensuring these support staff delivering high quality learning experiences for all pupils.	Learners will receive a progressive set of experiences within all eight areas of CfE. Progression pathways will be coherent, clearly building upon pupil knowledge, understanding and skills.	August 2021	HT All staff	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Staff feedback</li> <li>• Revised progression pathways</li> <li>• Staff observation feedback</li> </ul>
Establish 'Teacher Network learning Groups' within the school to further extend practitioner understanding of aspects within the Moray Standard.	Learners will experience high quality learning experiences through practitioners developing their understanding of key aspects within the Moray Standard.	August 2021	HT All staff	<ul style="list-style-type: none"> <li>• NLG meetings</li> <li>• Staff observations</li> <li>• Feedback from staff</li> <li>• Jotter moderation/ sample</li> </ul>
Provide opportunities for staff to conduct peer observations and engage in professional dialogue.	Learners will benefit from high quality learning experiences which are challenging and enjoyable, well matched to their needs and interests.	November 2021 February 2022	HT All staff	<ul style="list-style-type: none"> <li>• Moray Standard Staff Observations</li> <li>• CCL professional Dialogue conversations</li> <li>• Staff feedback</li> </ul>
Undertake moderation activities across the ASG primaries for literacy & numeracy.	Learners will benefit from the moderation of their work ensure consistent and high quality standards are promoted throughout the school.	November 2021	All staff	<ul style="list-style-type: none"> <li>• Staff feedback following moderation activities</li> <li>• Sample of moderated pupil work</li> </ul>
Carry out HGIOS Health Checks with staff to ensure there is a shared understanding of what high quality learning and teaching experiences are.	Learners will benefit from learning experiences which are clear and effective in the development of their knowledge, understanding or skills.	September 2021	HT SLT All staff	<ul style="list-style-type: none"> <li>• Completed health check sheets</li> <li>• Professional dialogue</li> <li>• Staff observations</li> <li>• Revised creation of 'Hythehill Curriculum Rationale' Strategy and Aims.</li> </ul>

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

Development of clear progression pathways and materials which provide a consistent approach to delivering Curriculum for Excellence subject areas at Hythehill Primary School.

Planning for pupil assessment and staff attainment meetings within the WTA to ensure data is reviewed, analysed and understood by staff for ensuring learners receive appropriately differentiated learning experiences build upon their current learning.

## Priority 2

*Summary of Priority: To work towards raising attainment and closing the attainment gap and provide equity for all learners.*

### Key links to Moray Education Priority Area(s):

X Raising Attainment and Achievement  
X Learning, Teaching and Assessment  
X Curriculum

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

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

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Review and analyse the data gathered from standardised assessments to ensure progress for all learners.	Learners will benefit from timely and appropriate interventions to ensure they receive appropriate challenge and support within their learning.	September 2021	HT SLT All staff	<ul style="list-style-type: none"> <li>Professional dialogue during attainment meetings</li> <li>Increase in ACEL data for our school</li> </ul>
Review our intervention strategies within literacy and numeracy to ensure appropriate support for all learners.	Identified learners who require targeted intervention will receive an alternative programme of experiences to support their progression in literacy and/ or numeracy.	August 2021	SLT CT ASN	<ul style="list-style-type: none"> <li>Record of engagement – ASN staff</li> <li>Pupil baseline/ periodic assessments</li> <li>Achievement of pupil IEP targets/ milestones</li> <li>Staff feedback</li> <li>BGE tracker data</li> </ul>



Analyse Education Scotland inspection report (SIF) to identify good practice in raising pupil attainment.	Learners will receive learning experiences which clearly extend and develop their knowledge, skills and abilities within CfE.	November 2021	All STAFF	<ul style="list-style-type: none"> <li>Annotated HGIOS? 3.2 Level 5 example in relation to our own school</li> <li>Staff feedback</li> <li>Examples of pupil work/ learning activities</li> </ul>
Implement PEF support groups within CfE levels to target identified pupils	Learners will receive appropriate support and intervention to ensure they thrive within their education, providing equity for all learners.	August 2021	SLT ASN PSA staff	<ul style="list-style-type: none"> <li>Record of pupil engagement in PEF groups</li> <li>Pupil baseline/ periodic assessments</li> <li>Completed pupil activities</li> <li>Increase in pupil ACEL/ BGE attainment</li> </ul>
Identify learners with limited experiences/ opportunities and plan a broad variety of activities as part of our curriculum rationale	Identified learners will experience and benefit from opportunities to be successful and develop key life skills within wider curriculum experiences.	August 2021	DHT CT	<ul style="list-style-type: none"> <li>GIRFEC tracker/ pastoral notes</li> <li>Intervention record</li> <li>Photographic evidence</li> <li>Parental engagement – comments through Class dojo</li> </ul>
Continue to implement initiatives such as 'Hythehill Breakfast Club' to support pupil attainment through meeting basic needs.	Learners basic needs will be met, enabling them to have an equal platform with others in the classroom to achieve in their learning.	January 2022	PSA SLT	<ul style="list-style-type: none"> <li>Record of attendance</li> <li>Feedback from pupils, parents and staff</li> </ul>
Embed the use of play pedagogy as part of curriculum rationale to support raising attainment within Early Level.	Learners will experience a wide set of play activities within our school environments which supports their skills development in literacy and numeracy.	October 2021	HT DHT CT	<ul style="list-style-type: none"> <li>Observation of staff</li> <li>Feedback from staff</li> <li>Play Pedagogy policy</li> <li>Increased ACEL and BGE data</li> </ul>
<b>Evidence to support reduced bureaucracy/workload of teachers</b>				

## Priority 3

*Summary of Priority: To ensure our assessment, reporting and profiling procedures provide clear data and information and pupil progress and achievement within Curriculum for Excellence.*

### Key links to Moray Education Priority Area(s):

X Raising Attainment and Achievement  
X Learning, Teaching and Assessment  
X Curriculum

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

NIF Priorities:		NIF Drivers:		Children’s Services Plan:		HGIOS?4 QIs:		
X	Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/>	School Leadership	<input type="checkbox"/>	<u>Priority 1</u> – Improve Wellbeing	X 1.1	<input type="checkbox"/> 2.1	
<input 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	X 2.2	
X	Improvement in children and young people’s health and wellbeing	X	Parental Engagement	<input type="checkbox"/>	<u>Priority 3</u> – Poverty	<input type="checkbox"/> 1.3	X 2.3	<input type="checkbox"/> 3.1
X	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	X 3.2
		<input type="checkbox"/>	School Improvement			<input type="checkbox"/> 1.5	X 2.5	<input type="checkbox"/> 3.3
		<input type="checkbox"/>	Performance Information				<input type="checkbox"/> 2.6	
							X 2.7	

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Review current reporting arrangements with parent focus group.	Learners will receive class reports which clearly evidence and comment on their progress and attainment in learning.	August 2021	HT Parent focus group	<ul style="list-style-type: none"> <li>Review of 'Reporting Procedures Policy'</li> <li>Parent engagement – focus group</li> <li>Revised reporting procedures</li> <li>Introduction of revised termly reports</li> </ul>
Review our use of pupil profiling as part of the reporting and assessment cycle.	Learners will be active participants in the profiling and recording of their learning progress.	August 2021	SLT CT Pupils	<ul style="list-style-type: none"> <li>Implementation of e-profiles through Class Dojo</li> <li>Re-establishment of 'orange folders' as pupil assessment folders</li> <li>Creation of school 'Assessment, profiling and reporting' policy.</li> <li>Feedback from pupils, parents and staff.</li> <li>Sampling pupil profiles</li> </ul>

Implement our revised assessment calendar, ensuring practitioners plan for assessment to gather pupil evidence to support Teacher Professional Judgements at CfE milestones.	Learners will demonstrate the progress made within their learning through ongoing assessments throughout the academic year.	August 2021	HT SLT All staff	<ul style="list-style-type: none"> <li>• Feedback from staff</li> <li>• Staff planning folders</li> <li>• Data sets following year group assessments</li> <li>• Moderation of pupil assessment folders</li> <li>• Feedback from learners – HGIOURS Theme 2</li> </ul>
<p><b>Evidence to support reduced bureaucracy/workload of teachers</b></p> <p>Implementation of robust assessment, profiling and reporting policy which is consistently used across the school setting.</p> <p>Clear expectations across the school setting regarding pupil profiles and how these are to be used to support the tracking of pupil progress within learning.</p> <p>Allocated time within the WTA for staff to work in collegiality to create comment banks for termly reports.</p>				



## Priority 4

*Summary of Priority: To embed practices within our curriculum rationale which support the development of pupil wellbeing and inclusion.*

### Key links to Moray Education Priority Area(s):

X Raising Attainment and Achievement  
☐ Learning, Teaching and Assessment  
 X Curriculum

☐ Self-evaluation for Self-improvement  
 X 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 X Closing the attainment gap between the most and least disadvantaged children X 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 X Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress X School Improvement X Performance Information	X <u>Priority 1</u> – Improve Wellbeing X <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	X 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	X 2.1 X 2.2 X 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	X 3.1 X 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
To develop practitioner understanding of nurture and its use within the classroom setting.	Learners will receive tailed nurture experiences which are age and stage appropriate to support their emotional wellbeing.	August 2021	PT ASfL CT	<ul style="list-style-type: none"> <li>Feedback from staff, parents and pupils</li> <li>Teaching planning</li> <li>Creation of nurture policy</li> </ul>
To implement nurture sessions as part of our revised curriculum rationale to support identified learners within the school.	Identified learners will experience opportunities to develop their social and emotional wellbeing through a variety of HWB activities.	August 2021	PT ASfL ASN CT	<ul style="list-style-type: none"> <li>Feedback from staff</li> <li>ASN staff evaluations</li> <li>Feedback from learners</li> </ul>

Launch our revised 'Positive Behaviour and Relationships Strategy' to support learner emotional wellbeing.	Learners across the school will have a developed understanding of their emotions through the use of Zones of Regulation and be able to manage these appropriately with identified strategies.	August 2021	HT SLT CT PSA	<ul style="list-style-type: none"> <li>• Staff observations</li> <li>• Feedback from pupils, parents and staff</li> <li>• Learner focus groups – HGIOURS – Theme 1</li> </ul>
Transform the school quad to create a sensory garden for learners to work within.	Learners will experience a space within the school grounds which supports the development of their sensory needs.	October 2021	HT PT ASfL	<ul style="list-style-type: none"> <li>• Creation of sensory garden</li> <li>• Feedback from staff</li> <li>• Learner achievement in IEP targets</li> </ul>
To support the increase in pupil wellbeing, by providing learners with a platform to share their views and concerns through the launch of 'Listening Ear'.	Learners will receive a consistent approach towards having their views and concerns listened to by an adult. Learners will feel more comfortable sharing their concerns about in school through this service.	August 2021	SLT CT	<ul style="list-style-type: none"> <li>• Positive Behaviour and Relationships Strategy</li> <li>• Tracking of pupil attendance at Listening Ear</li> <li>• Feedback from parents, practitioners and pupils</li> </ul>
Establish the use of 'Seasons for Growth' within our HWB pathway to support learners who have experienced bereavement.	Learners will receive appropriate intervention strategies which support their emotional wellbeing.	October 2021	SLT PT ASfL	<ul style="list-style-type: none"> <li>• Feedback from parents, pupils and practitioners</li> <li>• Seasons for Growth training</li> <li>• Hythehill GIRFEC tracker</li> </ul>
Develop a culture within the school where all learners are treated fairly and equally through delivery of the 'Respect Me' programme.	All learners within the school setting will feel valued and part of our school community. Learners will feel more able to share their concerns and worries with adults to support their wellbeing and development.	August 2021	DHT CT	<ul style="list-style-type: none"> <li>• Feedback from pupils, parents and practitioners</li> <li>• Decrease in pupil GIRFEC referrals</li> <li>• Observation of Respect Me programme</li> <li>• Re-launch of 'Anti-Bullying Policy'</li> </ul>
<b>Evidence to support reduced bureaucracy/workload of teachers</b>				

## Context of the School

Hythehill Primary School provides non-denominal education in the coastal town of Lossiemouth and the surrounding rural areas to the South and West of the town. Currently, we have a roll of 331 primary pupils and 38 children who attend our ELCC setting. Children from our rural catchment areas are transported to and from school using the school transport service.

The school comprises of 13 classes from Primary 1-7. Hythehill Primary has an Enhanced Provision Base with an Autism Accreditation certificate for children with severe and complex needs. Our Early Learning and Childcare Centre operates 2 nursery classes, one in the morning and one in the afternoon, providing children within 700 hours of nursery education.

At present, the Senior Leadership Team consists of an Acting Head Teacher, a Depute Head Teacher, with a teaching commitment of 0.1 FTE and a PT ASfL with a teaching commitment of 0.8FTE. Hythehill Nursery is staffed by a Nursery Manager, Senior Nursery Nurse, a Nursery Nurse and relevant PSAs for additional pupil support. It is anticipated that an Acting Depute Head Teacher will be appointed for August.

Our Vision Statement is '*S.H.I.N.E. with High Hopes, Health and Happiness*' at Hythehill Primary School. This reflects the aims and core values of our school which are Success, Honesty, Included, Nurtured and Effort in all aspects of school life. As a school community, we strive to provide a high quality, dynamic education, which inspires all learners to achieve their full potential.

Attendance at Hythehill Primary School is above the Moray and National average, with lateness tackled in a supportive manner to enable all children to access learning. The exclusion rate is below the Moray and National average. The school community works hard to support children who find attending school challenging. The school is working towards its silver award for RRSA.

Roll	Exclusions	LAC	ASN/ ESF	Military	Child Protection
331	0	6	(56%)	(55%)	0



# Priority 1

## HGIOS 1.3: Leadership of Change

### 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 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 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 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 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 checked="" 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	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

## Progress and Impact

- Staff and wider stakeholders have continued to work together to embed our 5 core school values. Almost all pupils and staff know the values of our school and what they mean to our community in all we do. Our school values are reflected in class and school charters, SHINE position statement and our whole school behaviour policy.
- Led by the Depute Head Teacher, all classes create and use a Class Charter to identify working relationships and expectations within the classroom to create a conducive learning environment. Class charters are reviewed by most staff and learners at 3 key periods within the year to ensure the identified articles from the UNCRC are relevant for the class and its development.
- Development work has continued throughout this session to ensure our Curriculum Rationale offers purposeful and relevant experiences for all learners in the eight areas of Curriculum for Excellence. Our curriculum progressions provide practitioners with clear documentation regarding the development of learner knowledge, understanding and skills within learning within a CfE level. Context for Learning planners provide learners with key Experiences and Outcomes for investigation to support the breadth and depth of their knowledge and understanding of the wider world.
- All practitioners within the school have supported the review of our 'S.H.I.N.E. Behaviour Policy' ensuring a clear policy is implemented which manages pupil behaviour consistently.
- Throughout the academic session, a majority of staff have been active in taking on new leadership roles within the school. This was identified through annual PRDs which identified opportunities to use leadership roles to support the SLT in continually improving our school. This has led to changes in areas of responsibility including positive relationships, curriculum and pastoral care.
- As a school, we continue to embed Pupil Voice to our Curriculum Rationale, identifying learners are key stakeholders to drive school improvement forward. Our learners are participants in whole school committees and whole school pupil voice experiences within the year to establish our P7 Leadership Teams. This continues to had a greater impact for pupil responsibility and feeling part of the community at Hythehill.
- Our support for Learning practitioners have continued to led on Literacy and Numeracy support through PEF funding this session. They have trained a team of PSAs who have supported identified groups of pupils. Pupils have been identified through the NA Emerging Literacy project. Data supports the impact this has had in raising attainment and closing the gap.

### Next Steps

- To support our continuous improvement journey, a review of our school values will take place next session to ensure these are relevant and purposeful for the learning and development of our current pupils. This will be carried out through reflective surveys with stakeholders and key focus groups, making use of the HGIOS?4/ HGIOURS documentation.
- To further embrace the UNCRC by implementing our whole school RRSA Silver Award Plan. This will be led by our Depute Head Teacher who will support staff and learners in furthering their understanding of RRSA.
- Our Curriculum Rationale will be reviewed to ensure the experiences offered to learners is reflected within our policy and infographic. This will then be shared with parents/ carers and wider stakeholders.
- To extend our Pupil Voice experiences within the school, establishing Pupil Council, ECO Committee and RRSA Steering Groups to lead school improvement from our pupil partners.
- Continue to use our PEF funding to provide continued support in Literacy and Numeracy for learners identified as requiring additional support through our school data analysis to work towards closing the attainment gap.

## Priority 2 - HGIOS 2.3 Learning, Teaching and Assessment

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 checked="" type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" 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 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 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	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

### Progress and Impact

- All members of teaching staff continue to use our revised Hythehill Primary School revised curriculum progressive planners to ensure breadth and depth within learning. By doing so, these progressive planners enable core skills to be learned, supporting the development of skills for life, learning and work by using the Moray Career Ready and DYW standards.
- All members of teaching staff use our annual and medium term planning documentation to plan blocks of learning within the eight areas of CfE. The planning documentation used continues to reduce the bureaucracy of workload and maximise learning experiences of pupils. Practitioners maximise protected planning time through our WTA and SIP allocation to plan collegiately with other practitioners, engaging in moderation activities and assessment data to ensure experiences planned work towards closing the attainment gap. This has reduced workload and developed collaborative working relationships
- Identified through classroom observations, moderation of planning folders and learning conversations, both staff and pupils have continued to work on identifying Learning Intentions and co-constructed Success Criteria to assess learner achievement and plan progressive next steps. This was continued to a degree during Covid-19 using remote learning platforms. As a result, our learners are more confident at identifying their learning and discussing how they have been successful. Pupils and staff have use 'tickled pink' and 'green for growth' to give consistency in marking and assessing work.
- Within our curriculum development time this session, staff have worked in collegiality to revise our core progression pathways for Literacy and Numeracy, ensuring these progressions provide coherent experiences which provide appropriate challenge for learners. All classrooms and teaching spaces within Hythehill have a paper copy of our curriculum progressions. An electronic copy is also locatable on the staff workgroup.
- It is evident from jotter samples by SLT that these progressions are being used to plan for pupil learning, resulting in an increased standard of work by learners. The consistent approach for expectations from all pupil has supported this.
- More rigorous approaches to Tracking and Monitoring of learning have been used this session. All staff have regularly updated pupils progress on our Moray BGE Tracking spreadsheet which is completed at key points within the academic year. All data pertaining to individual classes through standardised assessments is regularly shared with the teaching staff through annual attainment meetings.
- Throughout the year, staff have developed a deeper understanding of pupil progress and are more confident at discussing and evidencing pupil Achievement of a Curriculum for Excellence Level. Summative assessments have been used to support Teacher Professional Judgement (TPJ) as well as regular moderation meetings across the school and ASG. This has had a great impact on teacher confidence when looking at levels of individual pupils, identifying next steps and planning SfL.
- Reporting to parents and carers has continued to take place during the pandemic, providing parents with key information about children's progress and development. Reporting takes place on a weekly basis with groups of pupils in the classroom, with all pupils receiving 10 academic comments a year, with a termly comment given to all pupils which informs parents of their child's current level of attainment and progress through the level. This supports the evidence on the school tracking system. Parents are given the opportunity to comment weekly on their child's progress. Staff, pupils and parents are more informed of the levels, and the progress their child is making. All these strategies support the child's next steps in learning and development.



## Next Steps

- As part of our continued approach towards continuous improvement, development work will take place to review our Health & Wellbeing progression pathway, ensuring the experiences included are relevant and purposeful for all learners across Early, First and Second Level.
- As a staff, development time must be allocated to ensure appropriate progressions for Literacy and Numeracy are in place to provide pace and challenge for learners who have achieved Second Level of CfE before the end of Primary 7.
- Continue to engage in collegiate staff moderation activities to strengthen TPJ regarding pupil achievement of a CfE level.
- Literacy and Language assessment materials are to be fully implemented next session, providing a clear set of evidence for practitioners to use when making judgements regarding pupil attainment.
- Continue to use PEF funding to target identified pupils to improve Numeracy, using information from initial baseline assessments and other summative assessment processes – PIPs, InCAS and SNSA results – especially following Covid-19.
- Continue to use PEF to enhance learning opportunities for pupils struggling with Literacy.
- Continue to embed individual learning pathways for specific children – alternative education resources – Earthtime, swimming, cycling.
- Implement our updated IDL plans to give coverage of knowledge and skills across all levels.
- Review our school procedures for reporting and how these can be utilised to establish online portfolios for all learners.

# Priority 3

## HGIOS 3.2 Raising Attainment and Achievement

### 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:

- ☒ Improvements in attainment, particularly in Literacy and Numeracy
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☒ Improvement in children and young people's health and wellbeing
- ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people

### NIF Drivers:

- ☐ School Leadership
- ☒ Teacher Professionalism
- ☒ Parental Engagement
- ☒ Assessment of Children's Progress
- ☒ School Improvement
- ☐ Performance Information

### Children's Services Plan:

- ☒ Priority 1 – Improve Wellbeing
- ☐ Priority 2 – Safeguarding
- ☐ Priority 3 – Poverty
- ☐ Priority 4 – Corporate Parenting

### HGIOS?4 QIs:

- |                              |                              |   |
|------------------------------|------------------------------|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 |   |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 |   |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1            |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3            |
|                              | <input type="checkbox"/> 2.6 |   |
|                              | <input type="checkbox"/> 2.7 |   |

## Progress and Impact

- All members of teaching staff have worked in collegiality to embed curriculum progressions across the curriculum. By doing so, this has provided learners with appropriate pace and challenge within learning, maximising the learning experiences had.
- Professional dialogue has been had with practitioners on using differentiation to meet individual pupil needs, allowing all to access the curriculum using various different strategies. This continued during Covid-19 of various media platforms.
- Coverage in Literacy and Numeracy continues to be more thoroughly tracked across the school using the Moray BGE Tracker tool, with earlier interventions being administered to support identified pupils.
- In Literacy, the use of the Emerging Literacy Assessments, PIPs (P1), InCAS (P2, P3, P5, P6), SNSA (P1, P4, P7) as well as Teacher Professional Judgement has ensured that there has been an improvement in knowledge of individual pupils and an increase in the standard of Literacy across the school. Aspects of these assessments did not take place due to Covid-19. Teacher Professional Judgement was relied upon.
- Spelling baseline assessments have identified stages of the school where attainment needs continuous review to close the attainment gap. A revised spelling assessment package will be launched next session to build a clearer picture of individual pupil progress.
- Individual learning pathways for pupils unable to access a fulltime mainstream curriculum have been developed throughout the year, with children attending individual swimming sessions, Earthtime, Outfit Moray cycling etc. In some cases these activities have supported children in transitioning into school fulltime as accessing activities out with the school day.
- All teaching staff have continued to engage in developing moderation of work across the school to increase Teacher Professional Judgement and to track individual pupil progress. This has enabled staff to feel more confident about making judgements regarding pupil progress within a CfE level.
- At the end of session, all class committed practitioners create a 'Passing On of Information' folder, which contains data analysis results from diagnostic assessments and BGE tracking information for that class to the next class teacher. This allows practitioners to ensure learners receive appropriate challenge and support within their learning through clear transition arrangements.
- As a school, we have continued to use weekly reporting to parents procedures, as well as a termly summary to support parents/ carers in understanding their child's progress through a level.
- The school has continued to make progress within our RRSA journey, planning for our Silver Award. Class Charters are displayed within every classroom and a whole school charter has been developed, along with a steering group including pupils, staff, parents and community members from across the school and nursery. Due to Covid-19 the school was unable to be assessed for the Silver Award.

## Next Steps

- Through attainment meetings with staff, we have identified the need to support and develop writing across the school from the formative and summative assessments carried out.
- Mental health has been identified as a priority to raising attainment following Covid-19 and will be developed through our HWB progression refresh.
- Make use of our allocated PEF funding to support targeted groups in Numeracy, Literacy and HWB.
- Develop Moderation in numeracy in school and across the ASG.
- Develop sharing of good practice with staff in the school, through the Moray Standard and the formation of Teacher Learning Communities.

# NOTES

*“High Hopes, Health and Happiness”  
at Hythehill Primary School*

