



Milne's Primary School



School Handbook 2022

(The information contained within this handbook is correct at the time of publication and is updated annually.)

**[NOTE: SOME PHOTOGRAPHS IN THIS PUBLICATION WERE
TAKEN PRE-COVID19 or POST-COVID MASK GUIDANCE]**

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INTRODUCTION

Senior Management Team (SMT):

Head Teacher Miss Kim Karam

Depute Head Teacher Mrs Lorna Wiles

School Telephone Number 01343 820977

Information Line: 0870 054 9999
Pin No: 031 350

(Calls to this number will be charged at approx. 2p per min service charge plus your call provider's access charge)

E-mail admin.milnesp@moray-edunet.gov.uk

School Website <https://milnesprimary.wordpress.com/> or
milnesprimary.school

**School Address: Milne's Primary School,
High Street, Fochabers, Moray, IV32 7ER**

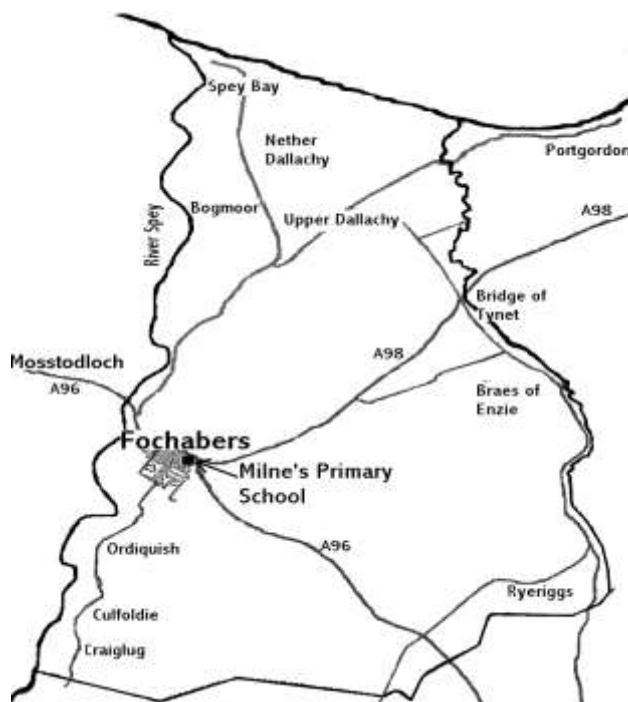
Opening Times:

	Morning	Interval	Lunch	Afternoon
Primary 1-7	8:45 - 12:35	10:15 - 10:35	12:35 - 13:30	13:30 - 15:00

Milne's Nursery: Manager Caitlin Whatley 01343 821746

**Fochabers Nursery Breakfast Club: 8.00 – 9.00am,
After School Club: 3.00 – 5.30pm, Tel: 01343 829053**

MILNE'S PRIMARY CATCHMENT AREA (ZONE)



WELCOME TO MILNE'S PRIMARY SCHOOL

Fochabers is a semi-rural community, situated 10 miles from Elgin on the main A96 road from Aberdeen to Inverness.

Milne's Primary School provides an educational service to children P1 through to Primary 7 (ages 4 years – 12 years). We are a non-denominational primary school with a current roll of around 185 primary children. Milne's Nursery is situated adjacent to our school and can accommodate 24 nursery children per session.

There are grounds around the school including a staff-only car park. In addition, there is a school bus drop off area and two areas of lawn in front of the school. A newly built wing, with enclosed garden, houses the Milne's Nursery and two Primary classrooms, as well as a Partnership Nursery and meeting room. There are concrete and grass playing areas, an amphitheatre/raised flowerbed area and an equipped outdoor play area. An Eco-garden is being developed. Our lunches are served in the canteen building a short distance from our beautiful Scots Baronial main building. Our Parent Council has provided us with versatile picnic tables.

There are six teaching areas in the main building, a main hall/gymnasium, library, ICT room, Support for Learning room and small work room. Support services include a medical room, staffroom, science store, offices, Janitor's room and class resources/preparation room.

Out of School Services

The Breakfast Club and After School Club operate in the new wing part of the building. If you would like your child/children to attend, please contact the manager, Mrs Jessica Myers, on 01343 829053 for further details.

Unless using the Breakfast Club, parents are advised not to send their children to school before 8.40am as there is no staff supervision outside before the start of the school day. There are separate arrangements for younger children who travel by school transport.



History of Milne's Primary School – 175 Years of Education in Fochabers

Milne's Free School was opened in 1846, the result of a bequest by Alexander Milne of New Orleans. Born in Fochabers in 1742, Milne left his employment at Gordon Castle when ordered to cut his hair. Seeking freedom and opportunity in America, Milne amassed a fortune, through hardware, brick-making and land. When he died in 1828, he left \$100,000 for the building of a free school in Fochabers. The buildings, fittings and surroundings cost £4,338. Within a year or two of its opening, the school was referred to as Milne's Institution and this became the official name in 1888. In 1952, the school became officially known as Milne's High School.



The primary department moved to a new, semi-permanent block in October 1938 and in 1977 became a separate establishment, Milne's Primary School.

Between 1982 and 1986 a phased evacuation of the Old High School building took place into the new High School in West Street, Fochabers.

In July 1994, after a long campaign by the local community to ensure that the building remained as an educational institute in the village, the renovation of the Old High School, a Listed Category A building, was started, this resulted in the interior being completely restructured. A new building was also constructed, attached to the old, to provide extra classrooms, joining the listed building to the renovated gymnasium. The new Primary School came into operation on 22 August 1995. A local historian, Peter Dawson, has researched and written extensively about the building and copies of his publications are available.





Milne's Primary School Vision, Values and Aims:

Here at Milne's Primary School we value:

- **Compassion**
- **Innovation**
- **Resilience**
- **Teamwork**

**We aim to create a positive and encouraging environment.
Our vision: To try our best and be kind to each other.**

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Please note: Our school vision, values and aims are reviewed regularly.



CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (often shortened to CfE), is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world. All children and young people have an entitlement to provision of an education in order 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. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

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

<https://education.gov.scot/>

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



Curriculum Levels

These describe the progression in learning and development of children and young people from age 3-18 years. Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or at a gentler pace, dependant on individual circumstances and needs. Below is a general guide:

- **Early Level** - pre-school through to end of Primary 1
- **First Level** – Primary 2 through to the end of Primary 4
- **Second Level** – Primary 5 through to the end of Primary 7
- **Third and Fourth Levels** - Secondary 1 - 3
- **Senior Phase** - Secondary 4 - 6

Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning (IDL) opportunities using interesting topics. The development and direction of these topics is done with input from the class. Not only do children learn more about these topics, but they are continuously developing their literacy, numeracy and team working skills. The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired and is measured against national benchmarks.

Core Areas of Education

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

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

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

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

From the early stages of pre-school education until the children complete their transition to secondary education, we will support children to achieve and be the best they can be.

Every child is working at their level towards agreed and achievable next steps/targets.



The Seven Curriculum Principles -	The Eight Curriculum Areas -
<p>All learning must take account of these principles:</p> <ul style="list-style-type: none"> • Challenge and Enjoyment • Breadth • Progression • Depth • Personalisation and Choice • Coherence • Relevance <p>This is to ensure children's development is useful and meaningful</p>	<p>Containing a range of subjects (key focus):</p> <ul style="list-style-type: none"> • Literacy, Languages and English • Numeracy and Mathematics • Health & Wellbeing (including P.E.) • Expressive Arts (Music, Drama, Dance, Art and Design) • Religious and Moral Education • Sciences • Social Sciences • Technologies

LITERACY

The skills required for communication are fundamental to the curriculum and to the needs of our society. To ensure that all children receive a broad, general education appropriate to their needs and abilities, Literacy is divided into: **Talking and Listening, Reading and Writing**. The best teaching and learning results from the integration of the four elements of the language curriculum.



MODERN LANGUAGES

The Scottish Government's language initiative is called the Language Learning in Scotland (1+2 Approach). In order to provide these opportunities, all pupils at Milne's Primary School are offered introductory French. Pupils are taught using an agreed ASG programme which focuses on specific aspects of the language and culture of the people. We also learn some Scots words at school, including some poetry/songs for St. Andrew's Day and Burn's Day. We have purchased some books written in Scots and we have some in Doric.

MATHEMATICS/NUMERACY

Mathematics is about solving problems not just 'doing sums'. The ability to calculate quickly and accurately is essential. Children need to develop a high level of competence in addition, subtraction, multiplication and division so that they can apply these skills in real life situations.

In Milne's, the practical activities, necessary for children to fully understand computation, will come first. Children need to practise orally and in written form to ensure that they can access mathematical facts quickly and accurately. Mental maths is given a high priority in our school.

In addition to our 'Number' work (counting up and back, more/less, and the four processes of +, -, divide and x, %, fractions and decimals) we also do 'Beyond Number' lessons, covering aspects such as time, shape, money and data handling.



EXPRESSIVE ARTS – ART and DESIGN, DRAMA, MUSIC, DANCE

Through the expressive arts we allow children to explore, express and create aesthetically in ways that are satisfying to the individual. We encourage children to achieve high standards by displaying work and (when able) having performances, allowing everyone to demonstrate their skills, abilities and talents. Pre-Covid, our Friday Singalongs provided a regular opportunity for children to dance, sing, play instruments and perform in front of their peers, as well as watching professionals. We hope we can return to these a few times each year as our gatherings also helped us appreciate important aspects of Fochabers' music and dance culture.

We have visiting specialist teachers who come to Milne's Primary weekly to provide music and PE (which sometimes includes dance) lessons. In addition to our music specialist, we offer tuition in fiddle, woodwind, and brass from Primary (3/) 4/5.

Prior to Covid all classes from P2-7 took part in Scottish Country Dancing with an expert local instructor, but this has not resumed again yet.



TECHNOLOGIES

Learning technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The framework develops knowledge, skills, attributes and capabilities around 13 key concepts/significant aspects of learning in the technologies.

- Awareness of technological developments (Past, Present and Future), including how they work.
- Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.
- Using digital products and services in a variety of contexts to achieve a purposeful outcome
- Searching, processing and managing information responsibly
- Cyber resilience and internet safety
- Understanding the world through computational thinking
- Understanding and analysing computing technology
- Designing, building and testing computing solutions
- Food and textile technologies
- Designing & constructing models/products
- Exploring uses of materials
- Representing ideas, concepts and products through a variety of graphic media
- Application of Engineering



HEALTH AND WELLBEING

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. (Building the Curriculum 1: Education Scotland)

Curriculum for Excellence takes a holistic approach to health and wellbeing, building on the work of Health Promoting Schools and the government publication, “Being Well, Doing Well,” which underlined the importance of a ‘health enhancing’ school ethos – one characterised by care, respect, participation, responsibility and fairness for all.

Milne’s aims to promote a healthy lifestyle for the whole school population by developing supportive environments, which are conducive to and promote healthy living. We are committed to providing a safe and health-enhancing social and physical environment for our pupils. This includes encouraging pupils to make healthy choices when bringing in food to school for snacks and packed lunches. We have Fairtrade Fruity Fridays and sell bananas on Fridays for break time snack.

Our pupils learn about their wellbeing indicators throughout their time with us. These are known as the SHANARRI indicators. SHANARRI stands for Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included. Children are taught a range of emotions vocabulary to help them express themselves. We do this in part through the Zones of Regulation scheme. This has proven to be as important as ever following the Covid global pandemic.



Our Health and Wellbeing Programme covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood
- Resilience (a renewed emphasis on this in 2022-23)
- Nurture opportunities (such as Room 7 and friendship groups)
- Creative Play/Play sessions across all year groups

ASSESSMENT

ASSESSMENT, ACHIEVEMENT AND ATTAINMENT

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

ASSESSMENT FOR LEARNING

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

- **they understand clearly** what they are trying to learn, and what is expected of them
- **they are given feedback** about the quality of their work and what they can do to make it better – we try to give this feedback in person, in dialogue with the learner and at the time, if possible. Research shows this to be an effective way of giving feedback; it is more impactful and time efficient than writing remarks in jotters which may then be overlooked
- **they are given advice** about how to go about making improvements/edits
- **they are fully involved** in deciding what needs to be done next, and who can give them help if they need it. Self-correcting and editing becomes part of a pupil's good practice routines.

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

- **Self-assessment** - what has been successful and what needs improvement
- **Peer assessment** - help others appreciate what is good about their work and what needs developing

SNSA Tests (*Scottish National Standardised Assessment*); a national programme which is used to track pupil progress in Literacy and Maths towards the end of Primary 1, 4 and 7. This assessment gives teachers diagnostic feedback. Parents/carers can opt children out of these.

Further assessments are carried out throughout the year in order to track children's progress, including spelling, writing and reading checks.

REPORTING

Reporting informs parents/carers of their child's progress. This can be in the form of written reports, direct feedback, phone calls and parent appointments. We are in the process of re-evaluating our reporting and have been in discussion with our parent forum and staff. Staff might also contact parents/carers through the year if there are any matters arising. We are keen to have positive relations built up between staff, pupils and parents/carers with open dialogue and updates as required. Please contact the school any time if you need support, reassurance or if there are any events at home which may impact your child's learning or ability to focus in class. We will treat such matters sensitively and with discretion. Currently we predict there will be two Parent Conferences and one written report per year.

ADDITIONAL SUPPORT FOR LEARNING

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

An Individual Education Programme (IEP) or a Learner Profile and Strategies (LPS) plan may be drawn up to meet the needs of a pupil. This could be to give specific support in learning, social, emotional or behavioural issues or with a particular strength in a curricular area. Pupils may access additional Support for Learning (SfL) for a temporary period or on a more long-term basis, depending on the individual need.

Pupils and their teachers are supported in school by our Support for Learning teachers as well as Pupil Support Assistants (PSAs) and Classroom Assistants.

A Child's Plan may be opened for those pupils who require significant intervention.

The Educational Psychologist and other services such as, Home/School Link Worker, Health and Social Services may be involved in planning for and supporting pupils. The group of people all working together to support a pupil is called the 'Team Around the Child' (TAC).

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

Getting It Right For Every Child (GIRFEC) is a national framework to help all children and young people grow, develop and reach their full potential. Children's Rights are also embedded in this approach. We are a Rights Respecting School (RRS) currently going for our Silver accreditation.

As part of GIRFEC, every child or young person in Moray is allocated a Lead Person. For Nursery it is the Health Visitor, for those in P1-7 the Head Teacher is usually the Lead Person and will remain so throughout their primary school career. On transition to Secondary School, Principal Guidance Teachers become the Lead Person (sometimes called 'Named Person').

The **GIRFEC** approach aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own



families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how *safe, healthy, achieving, nurtured, active, respected, responsible and included* (**SHANARRI** – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

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

If you need to discuss anything regarding a child's wellbeing, please do not hesitate to contact the Head Teacher (or Depute) by phone, email or letter. Where possible, information will be treated confidentially. Children's wellbeing is at the heart of decision making at Milne's Primary.

More information on GIRFEC ("Getting It Right For Every Child") is available at:
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>



MILNE'S NURSERY

Milne's Nursery has spaces for 24 children in the Milne's High Associated School Group (ASG) catchment area. 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 outlined by Moray Council. A separate Nursery Handbook with additional information is available.



Play is acknowledged as an essential part of the nursery and primary curriculum, particularly at the early stages, as it provides a focus for children to explore, be creative and to learn about sharing materials and ideas.

At Milne's Primary we are expanding our 'Play Pedagogy' (the importance of play in our curriculum) in Primary 1 and 2. This is in response to new guidance and legislation that has come out in recent years. Play is an important part of a young child's life, no less so than sleep or nutrition. It is important for everyone to have time to be creative, to relax and enjoy resources and friendships in a free, safe space where innovation and expression are encouraged.

Our staff are receiving extra training regarding play and observation/recording/reporting of play. We are introducing 'Creative Play' across all stages to encourage innovation and creativity.

PRIMARY ENROLMENT AND TRANSITION

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

As well as the School Handbook every parent enrolling a child for P1 will be given a separate induction package and the transition programme normally starts around Feb/March each year.



New pupils

We are happy to welcome new local pupils and their families to Milne's Primary. Anyone considering placing their child(ren) at Milne's Primary School should telephone the school office, or call in to the school reception to request an appointment and collect forms. Your child may be shown around the school building out of hours so that they are familiar with the layout.

You may have the opportunity to visit classes at work and meet some of our teachers and other staff members through open events.

Please note that, as school numbers are currently high, children from out-of-zone are, regrettably, not guaranteed a place and must submit a placing request to Moray Council. Out-of-zone pupils who are accepted into Milne's Primary School are not necessarily guaranteed a place at Milne's High School (another placing request will be needed for this enrolment).

Transfer from other schools

It is helpful if records and work from previous schools and nurseries are available for your child's new teacher so that we can ensure continuity of learning. Children should be allowed to settle

into new classes and routines for a few weeks, unless there are major concerns. Following this, parents/carers can arrange to talk with the teacher to discuss how the transfer has gone. A member of the Senior Leadership Team (SLT) tries to call parents/carers of new pupils (P2 – P7) to ensure the school is meeting the needs of the family and that the child has settled in. We are always keen to help when we can. Pupils with specific needs may need a Child Planning Meeting (and possibly a risk assessment or staff training) before starting lessons in our school.

MOVING ON TO SECONDARY EDUCATION

Milne's Primary is one of three Primary Schools which are associated with Milne's High School; the other two are Mosstodloch Primary and Lhanbryde Primary. There are a series of information meetings for parents and pupils held at the High School during the latter part of Primary 7 for transition. There are also several transition days at the High School to give pupils the opportunity to meet children from other schools. Children can also become familiar with the school, its layout, routines and meet some of the staff during the timetabled days. Children may also look forward to an outdoor activity day that might take place in June for the three primary feeder schools at a local Moray venue, involving a range of partnership agencies. In addition, there are enhanced transition opportunities for pupils who would benefit from further activities to help ensure that they are more confident in making their transition to High School. As mentioned above, if a child lives out of zone, but attends Milne's Primary, they will still have to do a Placing Request to ask for a place at Milne's High School.

The contact details for Milne's High School are:

Head Teacher, Jemma Playfair Tel: 01343 820611 Fax: 01343 820306

Address: Milne's High School, West Street, Fochabers, IV32 7DJ

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



PROCEDURES FOR CONTACTING THE SCHOOL

Parents/carers can contact Miss Black, the School Administrator, on 01343 820977 to make any enquiries or advise the school of their child's absence. Absences can also be reported via the Parent Portal, which we encourage all parent/carers to sign up to. Miss Black works 8.30 – 2pm Monday to Friday. We will have a Clerical Assistant to support in our reception area from 1.30 – 3.45pm from August 2022.

You can also access the school telephone information line to hear about any important school announcements e.g. in the event of severe weather closing the school (*see telephone information below*). Additionally, you can use the school telephone voicemail service or email to leave any non-urgent messages when the school is not open.

The email is admin.milnesp@moray-edunet.gov.uk

SCHOOL TELEPHONE INFORMATION LINE

- Dial 0870 054 9999 *Calls to this number will be charged at approx. 2p per minute service charge plus your call provider's access charge*
- Enter school pin: 031 350
- You will get confirmation message "Selected Milne's Primary School" and then instructions on how to proceed



ABSENCE

If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the school office in the morning to explain the reason for absence. Absences can also be reported via the Parent Portal, which we encourage all parent/carers to sign up to.

If your child is absent and we have not received notification from home we will contact parents/carers by 9.30am to enquire as to why your child is absent. It is very important that this information is provided to the school and logged in our attendance system.

If your child has sickness, vomiting or diarrhoea, he or she must remain at home for a minimum of 48 hrs after the final episode to ensure time to recover and to minimise risk of passing on infection.

FAMILY HOLIDAYS DURING TERM TIME

Advice from the Scottish Government is that holidays taken during the school session, '*other than in exceptional circumstances, should be considered as unauthorised absences*'. Parents/carers should please write to the Head Teacher if they are planning to take their children on holiday during term time. She may not be able to authorise this absence but it is helpful for staff to be aware.

ENQUIRIES, COMMENTS, CONCERNS AND COMPLAINTS

Parents/carers are welcome to contact the school at any time. If, however, parents/carers wish to discuss something in detail with class teachers, please make a telephone appointment. If issues remain unresolved then an appointment can be made (through the school administrator) with Miss Karam or Mrs Wiles. We will try our best to resolve any issues through discussion with parents/carers but will inform other agencies, if required. We also welcome positive feedback and enjoy passing this on to relevant staff. This can really help us to understand what is going well.



The Moray Council complaints procedure can be accessed on their website.

PARENTAL INVOLVEMENT OPPORTUNITIES

At Milne's Primary we wish to fully involve parents/carers in their child's education. This has been greatly impacted by Covid 19 regulations but we will let you know of returning opportunities as restrictions lift. We aim to communicate effectively

with parents/carers and to work in partnership. We share information on Head Teacher Newsletters, Class Newsletters (termly), on the School Website and in additional emails/messages, as required. You might be contacted for permission for certain events. We hope to have parent/carer volunteers again from August 2023.

Parent Council

Milne's Primary has a Parent Council which meets at least once a term to discuss issues which affect the school, authority policy and education in general in Scotland. The Parent Council is also active in fundraising for the school and subgroups are often formed to plan events or address a certain focus.

Elections for the Parent Council take place annually. The latest election occurred in September 2022.

If you would like to know more about the work of the Parent Council, or if you have ideas you would like to share, please contact either the Chair or the Head Teacher through the school office. The Milne's Primary Parent Council also has a Facebook page (the school does not have a social media account).

2021 – 2022 Office Bearers:

- Chair – Mr Chris Campbell
- Treasurer – Mrs Carolyn Donlin

Parent Consultation

At Milne's Primary we value the opinions of our parents and members of the community. We aim to consult parents and stakeholders before making important changes and putting new policies in place. Miss Karam will also highlight such proposals in her newsletters and on the school's website. Parent feedback is important and we give feedback forms out or offer online questionnaires at regular intervals through the year.

Homework

We have recently worked with staff, pupils and parents/carers to update our Homework Policy. This will put more emphasis on reinforcing/practising class work at home and allowing time for family, sporting, nature and social events to be prioritised. We have attached the policy at the end of this Handbook.

INFORMATION FOR PARENTS/CARERS

A series of leaflets has been produced by Education for parents and carers. These leaflets are available from the Moray Council Internet site. The “Information for Parents and Carers” leaflet is available in other languages. A “Notes for Parents and Carers” booklet in pdf form is also available. Please see **Appendix A** for information on links to The Moray Council’s internet site web pages.

SCHOOL IMPROVEMENT

A Standards and Quality Report (SQR) is completed each year and is issued to parents and linked on the website. The School Improvement Plan (SIP) is drafted in the summer term and development work takes place on the plan in the next session. In August 2022 we are starting a three year SIP. This will be evaluated regularly throughout this period to ensure we are making progress with regards to our key priorities.

We received a positive Report from Education Scotland Inspectors in June 2016. Information on Milne’s (and other schools) performance can be obtained at <http://www.educationscotland.gov.uk/>

WIDER LIFE AT MILNE’S PRIMARY

At Milne’s Primary we are committed to developing high quality teaching and learning through active learning approaches. We promote a culture of achievement through partnerships with all stakeholders and use self-evaluation to assure continuous improvement.

Pupil successes at Milne’s Primary have been many and varied. In recent years we have celebrated a range of achievements:

- Pupils achieve well in music and benefit from a good range of opportunities to take part in music instruction.
- A residential trip to Alltnacriche Outdoor Centre, near Aviemore was held for pupils in Primary 7 where the children engaged in various leadership and team building activities. During Covid, the school staff provided activity days in the local areas.
- We continue to promote Fairtrade activities and have been commended for Fairtrade cotton being used in our school uniforms. We sell Fairtrade bananas on Fruity Friday.
- Pupils benefit from a range of sporting activities such as badminton, cross country, kwik cricket, basketball, athletics and cross country, rugby, yoga and football.
- Pupils have been successful in raising donations for charity. Charity involvement this session included a donation to Cash for Kids, Scottish Poppy Appeal and Pennies for Peace (UNICEF for Ukraine)
- We continue to enrich children’s learning experiences through outdoor learning opportunities, including visits within and beyond the local community when possible.



SCHOOL ETHOS

Our vision statement is available on page seven. We aim to provide learning opportunities which enable children to be successful learners, effective contributors, responsible citizens and confident individuals.

AIMS

Milne's Primary School and Nursery is committed to children achieving their best through four capacities of Curriculum for Excellence. We:

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

VISION AND VALUES

In discussion with pupils, teachers and parents we devised a vision and values statement for our school. This is reviewed annually and incorporates the GIRFEC (Getting It Right For Every Child) Wellbeing Indicators (SHANARRI), which are in place for every child in school. Our current school values are encapsulated in our vision statement for Milne's, created by our school community: We Will Try Our Best and Be Kind to Each Other



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Promoting our Values

We encourage everyone in our school community to treat each other with kindness and respect. Each member of our school is valued as an individual and we believe that the starting point is to promote pupil's self-esteem, self-efficacy and resilience, as well as a belief in themselves as a person of worth. We work together with parents/carers, to continually reinforce our values and principles, both inside school and out. We start and end each school day with a short, positive affirmation, and end each day with another. We promote, model and encourage excellent manners at Milne's Primary School.

PROMOTING POSITIVE BEHAVIOUR AT MILNE'S PRIMARY SCHOOL

Aims:

To encourage all members of the school community to:

- try our best, promote positivity and be mindful of children's rights
- support and reassure each other
- promote a safe and caring environment throughout school, including respect for people and property
- value each other as unique individuals and value the contribution each person makes to create a positive ethos in school

Rationale:

Pupils are able to maximise their potential at work and play when they feel safe, happy and secure. All members of the school community are committed to promoting pupil self-esteem, as well as encouraging respect, tolerance and care for others. All members of the school community are aware of, and understand, the standards of positive behaviour expected as part of their responsibility of good citizenship.

Success Criteria:

- There is a climate of mutual support and positive relationships throughout the school
- The school environment and ethos reflects a high standard of positive behaviour and manners
- All members of the school community are aware of and understand that behaviours have consequences but that these are formed from a relational, restorative, nurturing and solution-oriented perspective

Everyday good practice:

- We say our positive, mindful affirmations at the start and end of each school day
- We have a behaviour policy which links to the World of Work, SHANARRI wellbeing and our Houses. It inspires us to be our best and reach our potential

Our School Affirmations:

Why Are We Saying Affirmations?

We would like to start and end the day positively, to focus on our key principles and strive to progress.

Morning Affirmation:

Good morning. This is ***

We are lucky to have another day of education and growth mindset at Milne's Primary School.

We are grateful for our opportunities and our Rights.

We will try our best and be kind to each other.

We know that what we do today can affect our future. If we make good choices, this can help our dreams to come true.

Afternoon Affirmation:

Good afternoon. This is ***

Our school day is ending. We are thankful to our staff and teachers.

We are proud of what we have learned and achieved.

We will share positive news about what has happened at school.

We will continue to make safe and healthy choices because our Milne's Team needs us.

We will keep trying to be the best we can be.

["Affirmations ... refer primarily to the practice of positive thinking and self-empowerment—fostering a belief that "a positive mental attitude supported by affirmations will achieve success in anything." More specifically, an affirmation is a carefully formatted statement that should be repeated to one's self ...frequently. For affirmations to be effective, it is said that they need to be present tense, positive, personal and specific."]

POSITIVE PLAYTIMES

Milne's Primary is a 'solution-oriented' school. We encourage children to treat others as they would like to be treated themselves. Positive playground behaviour is emphasised and modelled by pupils and staff. Children are encouraged to play safely and take responsibility for their own behaviour and its impact on others. There are adult supervisors in the playground zones 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 may be causing distress. We encourage restorative conversations. Nurturing alternatives are offered at playtime for those that need it. We hope to start our Peer Mediation programme again in 2022 – 2023.

EXPECTATIONS

To achieve our aim of promoting good working attitudes, self discipline and effective learning, a calm, purposeful, creative atmosphere in and around the school is essential.

We try to inspire and encourage children to observe the following:

- Politeness, respect and kindness to each other, members of staff and visitors are the first steps towards becoming valued and accepted members of society
- Care of, and respect for, school property and materials ensures that everyone benefits fully from school resources and that they last longer
- Respect Children's Rights
- Following instructions in good time and being respectful when doing so
- Behaving responsibly and sustainably during the school day in rooms, corridors and the playground are necessary to ensure the safety and wellbeing of everyone
- It is reasonable to expect children to walk at all times within the building and to behave in such a way that they are not interfering with or distracting others
- Bullying, kicking, throwing stones and any other kinds of anti-social behaviour which may cause injury are dangerous and unacceptable. The school operates a zero tolerance policy for inappropriate behaviour, especially bullying

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

We believe a positive, restorative approach towards behaviour management is right for our school.

When a child's attitude or behaviour is giving cause for concern, parents/carers will be contacted at an early stage to discuss possible strategies to support the pupil.

We have a zero-tolerance policy towards any threats or aggressive/violent behaviour towards members of our staff. Any adults displaying such behaviours may be reported to the Police and future access to the school may be impacted. The Head Teacher has instructed staff to draw all aggressive phone calls to a swift end report such instances to the Senior Leadership Team.

OUR SCHOOL-WIDE BEHAVIOUR POLICY

Our behaviour policy is in place across the school. Staff and children were consulted and involved in its creation. The policy is used to deal with most day-to-day behaviours, to reinforce our positive expectations and raise levels of engagement and wellbeing.

Some incidents supersede the behaviour policy and are immediately brought to the attention of Milne's Senior Leadership Team for an individualised response. These include swearing at staff or other children, biting, spitting, hitting/kicking and making violent threats. Incidents involving dangerous weapons, drugs, alcohol or child protection concerns are also immediately reported to Education and Social Care Services, and the Police.

Positive achievements (in and outside of school) are also brought to the attention of Senior Leadership and may be celebrated at our assemblies and/or on our 'Wall of Joy' display. We try to find positives, joy and achievements to celebrate. We encourage parents/carers to ask their children about the positive aspects of their child's school day. This helps to reinforce our ethos.

BULLYING

Our school does not tolerate bullying. Pupils are encouraged to talk openly about unacceptable behaviour. Incidents of bullying are dealt with quickly and rigorously and parents/carers are involved. We encourage parents/carers to contact school if they are concerned about incidents of bullying or behaviour that concerns them. Bullying is often carried out discretely and the school can only respond if incidents are brought to our attention timeously, either by pupils, support staff or parents/carers. Our positive behaviour policy ensures that effective systems are in place to respond to inappropriate pupil behaviour. Where there are cases of persistent misbehaviour, parents/carers are always contacted. Bullying may be logged more permanently on a child's record.

EXCLUSION

We are obliged to include this information in our handbook, but feel that we must state that exclusion happens very rarely. We prefer to address behaviour issues by working closely with families, involving other agencies if necessary. We consider children as individuals and strive to find solutions which work for each circumstance.

Serious misconduct is rare, but where a child's conduct seriously threatens the educational well-being, safety and security of other children, exclusion from school may result. Temporary

exclusion from school may be immediate and may last up to five days. A child can only be excluded by the Head Teacher, or the Depute Head in the absence of the Head Teacher, and no child can be excluded without first contacting the parents/carers. It is likely that parents/carers will have been warned previously that continued misconduct may result in exclusion. Milne's Primary follows guidance from Moray Council before initiating exclusion proceedings. To date, under our current Head Teacher there have been no exclusions.

HEALTH AND WELLBEING

Child Protection

It is everyone's job to ensure that children are kept safe. Staff receive child protection training regularly. Schools in Moray follow the National Guidance for Child Protection and are required to report any suspected child abuse to Police and/or Social Services.

The categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect (physical, emotional, educational or medical – this may be accumulative)



The Head Teacher is the Child Protection Coordinator/Lead Person, with the Depute Head undertaking this duty in the absence of the Head Teacher. All school staff are trained in Child Protection. We consider this to be our top priority. Staff are made aware of any pupils on the Child Protection register so they can remain vigilant.

Practical Information

All visitors to the school must report to the school reception and sign in before proceeding further into the building. All regular volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form, available from the office.

Parents/carers/members of the community are not expected to be in the playground at any time during the school day, unless accompanied by a member of staff and when agreed by the Head Teacher. If any parents or adults come in to the playground area when children are outside, the Head Teacher is informed. No child is allowed to leave the playground/school perimeter without permission.

If your child is going to be absent during the school day, for medical or dental appointments, please inform the school as soon as possible so that arrangements for meeting your child at the office are put in place.

The area immediately around the school is clearly marked as staff parking only. It is not safe for parents' vehicles to be moving in and out this area throughout the day. Children entering the school grounds via the front and going through the car park should be suitably supported/monitored by an adult at all times.

SCHOOL LUNCHES

Our school dinners are delicious and varied! Meals are cooked on the school premises and, at the start of session, parents/carers are advised about the cost of school meals. All children in

P1-P5 are entitled to free school meals. Lunches for P6-7 children can be paid for online, details will be provided, they should also be free in due course. If you think your household income may mean your child is eligible for free school lunches the school should get word of this through a separate department.

Four weekly meal plans are currently available. The weekly menu is displayed around the school and on our website. Vegetarian options are available. Supervisors are in attendance at lunchtime, supervising the dining hall for those having school lunches/packed lunches and in the playground for the duration of the lunch hour. Please ensure the school is made aware of any allergies or intolerances on the school enrolment forms. Some such conditions may require a meeting prior to your child starting with us.

OTHER INFORMATION

School Website

The school has its own website at: www.milnesprimary.wordpress.com

We hope to include relevant information about all general matters on the website. This will be updated regularly, so please check the site. Each class also has their own page.

Uniform

We strongly recommend the wearing of school uniform and encourage children to dress smartly, age-appropriately, and look their best. We ask that parents/carers label their children's school clothing and items with their names. School uniform comprises:

Bottle green, round or V-necked sweatshirt/cardigan/pullover with or without school logo.

White shirt/polo shirt/blouse, school tie, grey/charcoal trousers/skirt/pinafore

Fleeces and jackets are optional. Ties, polo shirts and round neck Fairtrade sweatshirts are available from the school office and polo shirts, t-shirts and other items are available to order online at: <http://www.myclothing.com>.

Jeans, denim or leather jackets, short skirts or shorts, inappropriate slogans and sports team kit are not considered as suitable school clothing, although rules will be relaxed a little on our 'Come As You Please' days. On formal occasions (e.g. festivals, choirs, public performances etc.) pupils participating may be asked to wear uniform. Clothing is worn to school at your own risk – we do not advise expensive clothes/jackets are used for school as they may be mud, paint etc. on them.

If windows still need to be open during winter for ventilation following Covid times, children can wear comfortable, warm layers in addition to suggested clothing above.

For P.E. plain t-shirts and shorts (not football or rugby strips), indoor gym shoes and outdoor trainers are suggested. There are circumstances when other wear is considered acceptable. Children are not expected to go outside in shorts in inclement weather – the Gym Hall is timetabled for P.E. for most classes. Children can wear comfortable active wear for P.E. if we do not return to full changes prior to and after lessons.

It is helpful if P.E. equipment, school bags, jumpers, polo shirts and jackets have the child's name marked clearly on them. All jewellery should be removed for P.E. unless the child has sleeper earring studs, in which case, the studs should be covered by tape. Staff are not allowed to touch children's ears, so the child must tape her/his ears themselves, or have parents/carers do this on the day of P.E. (as stated in Class Newsletters termly). Please leave jewellery and valuables at home. This will prevent the distress caused by items being lost or broken. Items are brought in at the owner's risk.

Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms.

TRANSPORT

School Bus/Taxi

Any child living more than two miles from the school is entitled to free transport if the family live in the school's catchment area. Children living outwith the zone are not entitled to transport. To claim entitlement, please refer to **Appendix A** for information regarding application forms. Parents/carers of pupils from outside the designated catchment area are responsible for their child's transport arrangements. All pupils are picked up at the pre-arranged locations by the contract bus or taxi company. After school, buses/taxis meet the children at the drop-off and pick-up point at the front of the building. A member of school staff escorts the children to and from this point.

School consequences may apply to pupils misbehaving on school transport. Following warnings from the driver, serious or sustained misconduct will result in the withdrawal of school transport entitlement. We regularly liaise with the contract company and the public transport unit of Moray Council.

By Car

We encourage children to walk to school if possible. This is better for the environment, health and for finances. If parents/carers choose to drop children off by car they must do so safely and with due regard to the parking guidelines clearly set out. No cars should enter into the school grounds unless they are staff, deliveries or blue badge holders. **Please do not park in the staff car park or use the bus pick up zone.** Parent/carers can park a short distance from school, for example, at the Institute or Christie's Garden Centre car park (for brief use) and walk their child(ren) safely to school. We also recommend the parking on the other side of the field. We respectfully ask you to consider the safety of those who work and learn at Milne's Primary.

By Bicycle

It is at parents/carers discretion whether they allow their child to cycle to and from school. However, young children should be accompanied by an adult and we prefer children to have completed their cycle training before bringing bicycles to school. We advise that children do not cycle unaccompanied to school until at least P4. Cyclists/scooterers should arrive at school either via Institution Road or from the footpath at the rear of the school and walk through the playground to the bicycle stand provided. It is the responsibility of the pupils and their parents/carers for the security or safety of bicycles brought to school. Parents/carers are asked to ensure that bicycles are roadworthy and have properly working brakes and lights. All children should wear a cycle helmet. Bicycles and scooters are not allowed to be used within the school grounds, before, after or during school time. Pupils in P3 and P6 participate in Bikeability lessons.

School Crossing Patrol

Unfortunately, there are no longer any School Crossing Patrols in Moray and parents/carers are reminded that if their children do not travel to school by entitled transport, they are responsible for ensuring their child's safety on their whole journey to and from school.



LOOKING AFTER SCHOOL AND PERSONAL PROPERTY

Pupils are reminded to take care of our school and respect other people's property, as well as their own. All pupils are responsible for their own property – items of clothing, watches, money, etc. Please do not allow your child to take anything into school that may get lost or damaged, no unnecessary toys, trading cards, valuables etc. We ask you to help us ensure that toys are left at home and not taken into the playground or class.

Pupils may not bring the following specific items to school:

Pocket knives, scissors, medications, laser pens, electric shock pens, chewing gum or bubble gum, glass containers, fireworks, matches or lighters, items with inappropriate images or items with the capacity to take photos within the school premises.

This list is not complete, but it is the responsibility of parents/carers to know what is in their child's possession. Please make every effort to ensure that items of value are left at home, or are directly placed in the class teacher's supervision if they are 'on loan' for the duration of class projects. All medication requires a form to be completed and it should be prescribed by a doctor if school staff are expected to administer. Medication is kept in the office. Miss Black can provide further information. This holds if the medication is required in the short or long term.

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 every day. This bottle should not be frozen solid and should not contain fizzy, fruit or sugary/dilute juice. As we are an Eco school, we try to encourage the use of refillable bottles. Following Covid, the mouth piece of the water fountain is no longer accessible.






Mobile phones

Pupils are permitted to bring mobile phones to school. However, to minimise disruption and protect the right of others, all phones must be switched off during class time and we request that these are handed to the class teacher immediately for safe keeping at the start of each day. Guidelines will be issued with regard to individual class trips, or residential visits, as appropriate. The school will not accept responsibility for loss or damage to phones, even those handed to the teacher. Pupils not complying with school policy will have their phones retained by school staff and returned at the end of the school day. No photos should be taken on phones and phones should not be turned on until outside the school building (i.e. not on the stairs).

SCHOOL TERM/HOLIDAYS DATES 2022 - 2023

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

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

Holiday Dates for 2022 - 2023	
Autumn Term	
<p>In-service closure: Monday 15 August 2022</p> <p>Term starts: Tuesday 16 August 2022</p> <p>Term Ends: Friday 07 October 2022</p> <p>Autumn holiday: Monday 10 October 2022 - Friday 21 October 2022</p>	
Winter Term	
	<p>Term starts: Monday 24 October 2022</p> <p>In-service closure: Monday 14 November 2022</p> <p>In service closure: Tuesday 15 November 2022</p> <p>Term ends <u>for Milne's ASG</u>: Wednesday 21 December 2022</p> <p>Christmas holiday ASG: Thursday 22 Dec - Friday 06 Jan 2023</p>
Spring Term	
<p>Term Starts: Monday 09 January 2023</p> <p>Mid term holiday: Friday 10 Feb and Mon 13 Feb 2023</p> <p>Term Ends: Friday 31 March 2023</p> <p>Spring holiday: Monday 03 April - Friday 14 April 2023</p> <p>Good Friday holiday: Friday 07 April 2023</p>	
Summer Term	
	<p>Term starts: Monday 17 April 2023</p> <p>May day holiday: Monday 01 May 2023</p> <p>In service closure: Thursday 11 May 2023</p> <p>In service closure: Friday 12 May 2023</p> <p>Term ends: Friday 30 June 2023</p>

Moray Council
Education, Communities & Organisational Development

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 15/10/2019

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Active Schools	Telephone:	01343 563890
	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Website:	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html

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Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Racial Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html



Milne's Primary School Homework* Policy 2022 Onwards

Rationale:

There has been a lot of research and debate with regards to 'Homework' in recent times. A meta-analysis (group study) of some of this has found that homework in the primary school is not always impactful on a child's learning. The staff, the pupils and the Parent Council of Milne's Primary School have all consulted to bring you this policy.

It is acknowledged that the 'value added' by staff spending 5 – 10 minutes per child (setting and marking homework) might be better spent on creating inspiring lessons that are well-resourced and giving feedback and discussions with children 'in real time' during lessons, as well as teaching children how to self-evaluate and understand how they learn best. If a task takes a staff member 10 minutes per child, and there are 30 children in the class, this will take the staff member five additional hours to complete. We have also considered that there is no way of knowing how much a child has been supported with homework – is homework done independently, with support or lead almost entirely by an adult? We are trying to move away from the type of homework where children are tasked with making models/costumes etc. but we might still suggest some 'Family Learning' challenges from time-to-time. These will be voluntary and should not involve any significant financial cost (for example they may involve going outside or recycling household items).

Context:

The policy was developed in the context of the Covid-19 pandemic heading towards a two year impact on schooling and society. We all feel that children's freedoms to attend groups and clubs, meet with friends and enjoy play in the community/mixing with friends and family has been greatly affected. Priority, at this time, should be given to such events; over and above set homework outlined below. Participation and wider learning and social opportunities are very important in building the holistic, social-emotional, well rounded experiences a child thrives from. It builds confidence and will benefit health and wellbeing at a time when this is more important than ever. If children are not healthy, happy, well rested and fed a healthy, varied diet, this will impact their ability to learn in school. If you need any resources, support, reassurance or wish to discuss any element of homework, please contact the school and we will try our best to support you.

Summary:

It was decided that homework should focus on reinforcing class work, offering additional practise opportunities (with very few resources required), that the work could be done quite independently (if adults were busy working from home etc and unable to help) and that it would not require a huge amount of marking by staff. There will be no 'sanctions' if homework is not done and extra-curricular activities/hobbies/family experiences will also be celebrated and shared, if appropriate. This includes organised groups, sporting participation as well as visiting people, enjoying nature, looking after pets or joining in with a family activity/business/event.

Homework is issued to give parents/carers some ideas (often in a grid form, covering several weeks). It is most often set to reinforce work done in school. It is also an opportunity to touch base with home and give parents/carers a flavour of where their child is on their learning journey. Homework can provide children with an opportunity to instil a good work ethic early on in life – this might become more important in the year or two before High School. Homework tasks should not cause unnecessary stress at home; wellbeing is always our priority.

***Clarification:**

'Homework' should not be confused with 'Home Learning'. Home learning might be set by teachers during a time of isolation or lockdown. This is a period when school work is completed at home and the child's class/school is not able to open as normal. In this circumstance we try to encourage some work to be done at home [but health and wellbeing of pupils and adults is still the priority.] We do not set, nor expect, children to do work at home if they have tested positive for, or are thought to be suffering from, any disease/illness (such as Covid, or chicken pox etc.). We do not want to set a precedent where children or staff are expected to 'work from home' in such circumstances. If children have tested positive but are not displaying symptoms, they are still encouraged to rest and recuperate. They might manage some reading or gentle homework tasks, if parents/carers feel the child would enjoy this and they are able to support such activities (adults might also be ill at the time and may not be symptom free).

Reading – P1-3

Class reading books will be issued and read at home after they have been introduced within the classroom. Follow up tasks should relate to learning within the classroom, these could include, comprehension questions, sequencing or predicting activities. Primary 1 and 2 usually send out books once a week, other classes may use a different schedule and the class teachers will let you know towards the start of a new school year.

Reading – P4-7

In line with our Accelerated Reader programme (AR), pupils should aim to read for pleasure for half an hour every evening. This should be a book of their choice. Teachers will guide pupils by monitoring their progress and providing feedback to keep learners on track. When learners finish reading their book (if it is part of the AR system) they will complete reading quizzes in class to monitor comprehension, while literacy skills and vocabulary quizzes extend pupil learning.

Phonics – P1-2

Pupils will be issued sounds and activities around these to consolidate learning after being introduced to these sounds at school.

Spelling – P3-7

Pupils will be issued with a list of words each week or in a table of several weeks to practice the spelling pattern and words they are working on in class. Again, a grid of activities should be issued at the start of the academic year with an ideas bank for pupils. As with reading activities, this should offer our learners personalisation and choice with their homework. Pupils can do as many tasks as they chose to do at home for their parents/carers. There is no expectation that these written or practise tasks will be handed in or marked by a teacher. We can see improvement via spelling checks.

In some of our older classes the class teacher issues a new spelling activity grid at the beginning of each term. They also assess high frequency words in class and issue individualised lists. It might be the case that pupils choose the next 3 words on their high frequency word list to reinforce at home along with their group words which follow the same spelling pattern. In P4, spelling tests are done in school on Monday and new words issued for that week, other classes may differ and will let families know the days. If you request it, we can try to copy the word lists/grids an extra time and highlight words spelled incorrectly in spelling tests, just email the school. You can also do your own checks at home. We are especially keen for children to be able to use their spelling words accurately in written work after learning them.

Maths – P1-7

P1s and P2s receive a termly homework grid with suggested activities. They can do as much as they can manage in the time, without missing out on outdoor, family and social times.

For P3 – 7s, Sumdog challenges and/or maths grids will be set as homework to reinforce the work they are currently doing in class. Sumdog is monitored by teachers and data is used to guide progress and inform of next steps for learners.

Parents/carers can then extend the learning at home if they chose to do so by incorporating maths activities into real life situations such as telling time, money, adding and subtracting and regular times table reinforcement.

Number bonds and times tables are something that should be worked on throughout pupils' school life. There are lots of fun and exciting resources online now that can support parents/carers with this but if they require further guidance, staff at Milne's Primary will happily point them in the right direction.

If you require any support, or if you have any questions, please email admin.milnesp@moray-edunet.gov.uk