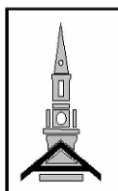




Welcome to Anderson's Primary School



2025 – 2026
Published 8th December 2025



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INTRODUCTION

Head Teacher	Mrs Sara Neil
Depute Head Teacher	Mr Iain Lunan
School Administrators	Mrs Annerle Douglas and Mrs Carlynnne Young

Contact Details

School Telephone Number:	(01309) 672887
Email:	admin.andersonsp@moray-edunet.gov.uk
School Website:	https://blogs.glowscotland.org.uk/my/AndersonsPrimary/
School Address	Anderson's Primary School High Street Forres IV36 1DB

Moray Council Website: Education, Housing & Communities

01343 563374. www.moray.gov.uk

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

For alternative formats, languages or further information, please ask an English speaking friend or relative to:

Phone: 01343 563319

Email: equalopportunities@moray.gov.uk

Write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX

Opening Times

The school day is split as follows:

	Start	Finish
P1 - P7	9.00am	3.20pm

Morning Break : 10.30am - 10.50am

Lunch Break: P1 – P2 12.15pm - 1.15pm
P3 – P7 12.30pm - 1.30pm

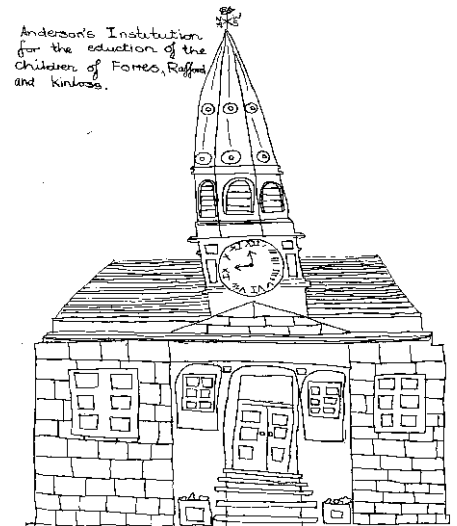
Office hours are 8.30am - 3.30pm. Phone calls made to school outside these hours will be picked up by the answer machine.

OUR SCHOOL

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

History

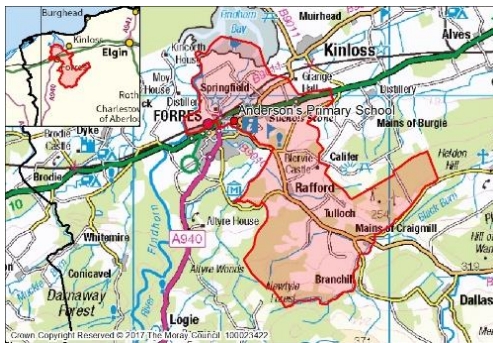
We are very proud of the history that our school holds. In 1814 Forres man Jonathan Anderson, founded Anderson's Free School on the site of Forres House Community Centre. This became Anderson's Institute and later Forres Academy. The hall/gymnasium originates from this time. The main teaching block where the classrooms are housed comprises of the original Forres Academy building of 1926. The building was then modernised in 1971 and converted for use to become the Primary School that is '**Anderson's Primary School**' today.



A colourful Millennium Tapestry is displayed on the main corridor. This was designed and constructed by the parents and children of the school. Many former pupils return to view their contribution to this artwork.

Further Information

Anderson's Primary School provides an educational service to children from P1 through to P7 (4-12 years). We are a non-denominational primary school with 261 pupils at present.



The catchment area of the school stretches quite a distance (see map). Over 70% of our children choose to come to the school from outside the catchment area. It is the parents' responsibility to provide transport to and from the school in this case.

The teaching areas are housed on two floors. On the ground floor there are 3 classrooms and a gym hall. We also have a separate canteen where meals are cooked on site and served in an adjoining dining room. On the upper floor there are a further 8 classrooms and our ICT room.

The school has a large tarmac playground with a small grassy area to the rear. This houses a variety of fixed play equipment and painted activities. We also have a newly completed mud kitchen and outdoor learning area. This will help with the delivery of outdoor learning at Anderson's and support play as part of the curriculum.

Opposite the front of the school is the beautiful Grant Park with its sunken garden and adjacent to this is our large school playing field.

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. All pupils are taught in mixed ability classes.

At Anderson's we believe that primary school 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 towards life, learning and work. We aim to create a friendly, caring community with the children being at the centre of learning and teaching.

We are all very proud of our school and of our achievements too. Anderson's Primary was one of the first schools in Moray to achieve Gold Level Rights Respecting School status. We work hard as a learning community and have fun along the way. There is a very positive ethos in our school with good relationships between all who work and learn here. This was recognised when the school received accreditation from Nurtureuk as a National Nurturing School.

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). Anderson's Primary is part of the Forres Associated School Group.

SECURITY

During the school day all external doors are locked. All parents, visiting specialists, visitors and 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. More information can be found at the school office.



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

GETTING IT RIGHT FOR EVERY CHILD



The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children, young people and their families based on a shared understanding of wellbeing. Most children and young

people 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, GIRFEC 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 (wellbeing indicators) they are, to ensure that each and every child or young person gets the right support, at the right time, from the right people.



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. The Head or Depute 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 contact your child's Head Teacher or Depute Head Teacher either by phone, email or alternatively a letter marked for the attention of your child's Head Teacher or Depute 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 and suspected child abuse to Police or Social Work.

CHILD PROTECTION

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

(United Nations Conventions on the Rights of the Child)

Moray Council is committed to safeguarding all children and young people. It is the responsibility of every member of staff to take all reasonable steps to protect children from harm and abuse in all its forms. These include:

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

When school staff have concerns that a pupil may be at risk of harm, these concerns will be reported immediately to the school's designated Child Protection Co-ordinator (CPC). The CPC will then consult with Social Work and/or Police Scotland to clarify and assess the level of risk or harm to the child and determine the appropriate course of action.

Any decision about informing a child's parent or carer should be made in partnership with Social Work and/or Police Scotland as part of the referral process. School staff, including the CPC, will not contact parents or carers prior to this multi-agency discussion as doing so may compromise the child's safety and the integrity of any subsequent investigation.

If you have an immediate child protection concern and cannot contact education, please contact Social Work directly on **01343 554370** or if it is out with working hours call the Out of Hours Social Work Team on **03457 565656**. If you cannot contact Social Work, please call Police Scotland on **101**. If it is an emergency call **999** immediately.

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021 – updated 2023\)](#).

If you are unsure, ask for the Child Protection Coordinator in the School. They have received the latest training in Child Protection, so 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.

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

There has been a change to the law on physical punishment, which is different from the rest of the United Kingdom. This information has been included here as we want everyone to be aware of this important information in Scotland.

From 7 November 2020, all physical punishment of children is against the law in Scotland. You can find out more information at [children-equal-protection-assault-scotland-act-factsheet-easy-read.pdf](#)

UNCRC



United Nations Convention of the Rights of the Child - Recognising and realising children's rights.



At Anderson's Primary School we work with our children to raise awareness of the UNCRC and the Rights of the Child. By raising awareness of these Rights, we hope to empower our children and develop their knowledge and understanding of their Rights. These Rights underpin our Class Charters, our school ethos and the learning that we do throughout the year.



Regular assemblies are held where individual Articles of the UNCRC are explained and discussed linking them to the lives of the children in school and making links between their lives and those of children in other parts of the world who may be living in areas of conflict or natural disasters.

VISION, VALUES, AIMS AND RATIONALE

At Anderson's Primary School our school vision and values underpin the culture within our school.

School Vision: ***"Be The Best That You Can Be..."***.

School Values: **ORRIN**

Opportunity
Respect
Resilience
Inclusion
Nurture



This is Orrin, he helps us to remember our values.

School Rationale

Our Rationale for Learning – 'Be The Best You Can Be!'



Together with our School Aims we encourage children to reach their potential and become Responsible Citizens, Successful Learners, Confident Individuals and Effective Contributors.

School Aims:

At Anderson's we work together – pupils, families and staff – to build a nurturing school community where we support and encourage pupils throughout their learning journey.

We encourage pupils to be responsible and to take an active part in the school while providing a relevant context in which they can practise skills for learning, work and life through our 'Contexts for Learning' and Pupil Voice Groups. Previous pupil groups have included Rights Respecting School, Eco, Pupil Council, Nurture, Developing the Young Workforce, Global Goals, Press, RotaKids, Kind Kids, Nature, Playground and Science (STEM). In addition, we have Buddies for our P1s, Lunch band Distributors, gates and register helpers as well as House Captains. These involve children across all stages and we are always on the lookout for parent involvement in our various pupil groups.

SCHOOL ETHOS

There is a strong ethos of working together as a community with the pupils and staff providing a friendly and approachable welcome where everyone feels valued. We work in a collegiate way with all partners to develop the school and use a variety of methods to seek their views and opinions. This may be through the Parent or Pupil Council, surveys or discussions.

All staff are supportive of each other and motivated to develop their knowledge and skills. Self-reflection is ongoing amongst pupils and staff to facilitate personal development and leadership throughout the school. Pupils have a clear pride in Anderson's and the community and enjoy the opportunities they have to 'showcase' the school to others, particularly through the local press.

Primary 7 pupils volunteer to be a 'Buddy' for a P1. It is their responsibility to assist their P1 buddy in settling into school. They are encouraged to support them throughout the school; in the playground and in the canteen.

The emphasis on skills for learning, life and work are promoted within the school across all areas of the curriculum through our 'Contexts for Learning' while encouraging learning outdoors and responsibility for their environment.

POSITIVE BEHAVIOUR

We encourage children to have a responsible and caring attitude towards others through positive reinforcement methods/strategies of 'House Points'. Each class also has a 'beastie' or marble jar. This encourages the class to work as a team to fill their jar to earn a 'class treat' such as movie and popcorn afternoon, pyjama days etc. When the class have filled their jar, they vote for the treat they have earned. Assemblies provide us with the opportunity to celebrate children's successes, which also promotes positive behaviour.

Children are expected to follow the school expectations. They are made aware that they are responsible for their own actions and we encourage them to be honest about their role in any situation, emphasising honesty is the best policy. We believe in a positive approach towards behaviour management however we also acknowledge that consequences may, at times, be necessary.

School expectations –

Always try your best.

Respect yourself, everyone and everything.

Keep your hands feet and unkind words to yourself.

Sanctions include –

- verbal warnings for persistent misbehaviour, or
- reported to the Head Teacher, or
- withdrawal of privileges, or
- exclusion from school

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

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

EQUALITY

Incidences of potential equality issues and bullying will be taken very seriously. We will try to help children to resolve any issues that arise. Please contact the Head Teacher or Depute Head if there is a matter causing your child concern.

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).

ENROLMENT AND TRANSFERRING

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 1st March the following year. All children should be registered at their catchment school. Further information can be found on the Moray Council Website:

http://www.moray.gov.uk/moray_standard/page_52987.html

Before the Christmas break, posters are sent to Forres area pre-school providers inviting parents of pre-school age children to an information session. This is an opportunity for parents choosing a school to have a look around the building and meet key staff. In January posters will be displayed informing parents about enrolment dates. This information is available on the Moray Council website. Enrolment takes place online

Following this there then begins an extensive transition process where staff from the school meet with the various pre-school providers, Health Visitors if appropriate and your child to begin to gather information about your child's development and interests.

In May, parents are invited along to an Induction Evening about the school day, curriculum etc. At this meeting parents may have an opportunity to meet their child's class teacher. The 'new' P1 children are then invited to the school in June to spend some time with the other children who will start school with them.

The first few weeks in a new school can be a struggle for some children, and their parents, therefore it is important that a successful start is made in building relationships and establishing clear lines of communication between home and school. For some children, an extended transition can be provided in the summer term before starting school.

Placing Requests

If you wish your child to attend a school out with your catchment area you should register at your catchment school and complete the placing request section of the form. More information can be obtained from the school office or from:

http://www.moray.gov.uk/moray_standard/page_49601.html

New Pupils

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Anderson's Primary School should telephone the school office or call in to the school reception during office hours to request an appointment to visit the school. You and your child/ren will be shown around the school building. 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 Anderson's. The Head Teacher or Depute Head Teacher will answer any questions that you or your child/ren may have.

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, then parents can arrange to meet the teacher to discuss how the transfer has gone.

Moving on to Secondary School

At the end of Primary 7, pupils move on to their secondary education. Pupils from Anderson's Primary usually transfer to Forres Academy. There is an extensive transition programme which begins in November with enrolment and parental consent forms being completed. In February, Guidance staff visit the school and after school events are held to allow children more chances to visit the Academy and meet other P7s. In early June Guidance staff once again visit and pupils spend two days later in June at the Academy and parents will have an opportunity to attend an information evening.

There are enhanced transition opportunities scheduled for pupils who have additional support needs or who may be vulnerable



The contact details for Forres Academy are:

Head Teacher: Mrs Jan Sinclair

Tel: 01309 672271

Address: Burdsyard Road Forres Morayshire IV36 1FG

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

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

Twitter: <https://twitter.com/forresacademy1>

Facebook: ForresAcademy, Moray



CONTACTING SCHOOL/COMMUNICATION

The School Administrators are Mrs Annerle Douglas and Mrs Carlynnne Young. Parents can contact the Office on 01309 672887 with any enquiries or to advise the school of your child's absence. The Office is open from 8.30am until 3.30pm and messages can be left on the answer machine outside these times.

Where possible communication with parents is by email for school information, newsletters and flyers to ensure we continue being an eco-friendly school.



The school uses Class Dojo as a communication tool between class and home through the use of the Class Dojo app. ClassDojo is a school communication platform that teachers and families use to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages. Teachers update the individual class pages regularly and parents have an individual code to access their child's class and receive messages from the class teacher. There are regular whole school updates too as well as information being shared about school and community events.

Absence

For the safety and welfare of your child it is important that the school is informed of any absence, if possible **before 9.15 am**. Alternatively, a message can be left on the answer machine by email or using ParentsPortal. **Moray Council safeguarding procedures require us to contact Police Scotland if we have been unable to make contact, by 10am, with anyone regarding a child's absence.**

If your child's attendance drops below **85%**, in accordance with Moray Council Guidelines, you will be invited in to discuss your child's absence and what supports, or strategies can be put in place to ensure your child regularly attends school.

Family Holidays During Term Time

Advice from the Scottish Government is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents need to inform the school about such holidays; each case will be considered on its merits. We do not provide school work to children if they are taken out of school for a holiday during term time. It is important to note that missing school can have an impact on a child's attainment.

Concerns and Complaints

Anderson's has 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 take place on the same day as the request is made. If issues remain unresolved then an appointment can be made (through the school administrator) with the Depute Head Teacher or Head Teacher.

SCHOOL IMPROVEMENT PLAN (SIP)

At Anderson's 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 and are detailed in **Appendix B**.

SCHOOL SUCCESSES

Achievements continue to be celebrated regularly through assemblies with the presentation of 'Wider Achievement' certificates and 'Oor WA' display. Events are celebrated in local newspapers too.

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

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

Information on Anderson's (and other schools) performance can be obtained at:

<https://education.gov.scot/education-scotland/inspection-reports/>

Our latest HMIE report was published in November 2023.

CURRICULUM

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

Curriculum for Excellence is **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. It also allows teachers to differentiate the learning so that children who need challenge are provided with this, and children who need support are provided with it. This approach ensures that all children progress at their level throughout their educational journey.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 in Nursery to 18 in Secondary School. It is firmly focused on the needs of the child and young person and designed to enable them to develop the four capacities. At Anderson's, we focus on all learners developing across The Four Capacities – the curriculum aims for all children to become

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



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.

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

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

<https://education.gov.scot/parentzone/learning-at-home/>

Curriculum Levels

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

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

Children and young people progress through these levels at their own pace. Naturally some children 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 and develop throughout a range of curriculum areas. We use detailed planning 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/life/work skills too. It is not only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community e.g. Progress in personal development, participation in events, extra-curricular and personal interest activities. These are displayed on 'Oor WA' and celebrated in assembly.

We are currently working on developing the children's' ability to discuss not only what knowledge and skills they have but also how they learn and what their next steps will be. The children are also becoming more aware of their own Level within CfE.

Key areas of Education

Literacy across learning,

Numeracy across learning and

Health and Wellbeing across learning

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

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

e.g. knowledge, understanding, skills, awareness and attitudes.

MORE ABOUT THE CURRICULUM

The Seven Principles -	The Eight Curriculum Areas –
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	containing a range of subjects: • Expressive Arts Art, Drama, Music and Dance • Health & Wellbeing Personal, social and emotional health. Also P.E. • Literacy and English Communicating with others. Reading, Writing and Modern Languages • Numeracy and Mathematics Number work, Problem Solving • Religious and Moral Education Religions, values and beliefs. • Sciences Understanding our planet • Social Studies Scotland and the World; past, present and future. • Technologies Food, Design and Computing.

Literacy

Literacy consists of reading, writing, talking and listening. All of these are essential to other parts of the curriculum and at the heart of the children's learning. Through literacy they receive much of their knowledge, enabling them to communicate effectively with others for a variety of purposes. The school aims to develop in our 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
- participation in group/whole class discussions
- presentations to groups/whole class/ whole school
- active listening
- valuing of others' opinions
- using what has been heard to produce texts

Reading

The reading scheme is introduced in P1 alongside the Jolly Phonics programme.



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 or Forres libraries. Classes visit Forres Library every two weeks.

Higher Order Reading skills are used to develop the understanding behind the text. Children have the opportunity to learn strategies such as predicting, summarising, questioning, clarifying, visualising, inferring etc.

Writing

The school uses a variety of resources to support the teaching of writing offering individuality, continuity and progression across the school.

Various forms of writing are undertaken in all year groups – persuasive, recount, report, imaginative, poetry – to name but a few.

Hand Writing

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. Handwriting is taught across the school in a progressive manner from letter formation to joins.

Spelling and Grammar

From Primary 1, children use the Jolly Phonics programme which is a multi-sensory approach to learning sounds. This develops the spelling of CVC words (consonant, vowel, consonant i.e. cat) and progresses to more complex sounds. From the very start of school children are introduced to grammar and punctuation and they continue to develop their understanding of the structure of language,

1+2 Languages

All these literacy skills are further developed with the introduction of French from Primary 1 with a further language being introduced at Primary 5. The availability of languages at second level depends on teacher specialism.

Numeracy and 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', although the ability to calculate quickly is essential. We aim to develop, within children, the 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.

In Anderson's 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 support the learning. 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 very much appreciated. Our Maths Passports are a fun way of learning important number processes which are introduced and taught in school with lots of practise at home.

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.



Many of these topics are met again in other curricular areas to provide children with the opportunities to practise their knowledge in a different context. Within all three of these topics there will be opportunities for the children to experience problem solving activities that encourage the practical application of mathematical knowledge and understanding.

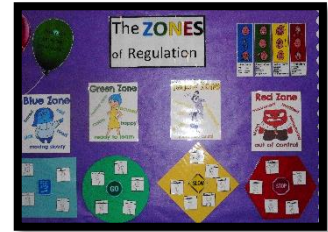
Health & Wellbeing

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.

As a staff, we are continuing to develop our Personal and Social Education programme. Through Health and Wellbeing lessons we actively encourage the children to take turns in sharing ideas and experiences, as well as displaying acceptable behaviour, courtesy and respect for all. We are also developing the language of emotions – being able to recognise and name emotions and understanding how emotions can be regulated.



All children are given a variety of opportunities to work cooperatively, as part of a group, to help further develop health and wellbeing skills.

Physical Education

At Anderson's we aim to promote a positive attitude towards physical and outdoor education. Our teacher of P.E. (teaches two days a week at Anderson's), teachers and outside agencies, such as Active Schools, provide a wealth of opportunities to encourage all children to experience a variety of sports. We follow the recommendation of 2 hours of PE each week.

Religious and Moral Education

At Anderson's we help the children to develop an understanding that the world is made up of people who have a variety of faiths and beliefs.



Christianity and Other World Religions are taught so that pupils learn about

- Beliefs
- Values and Issues
- Practices and Traditions

Teachers also include religious and moral education within interdisciplinary work and through this teach the concept of understanding and tolerance towards all people.

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

Sciences

The sciences curriculum area includes the study of planet Earth; forces, electricity and waves; biological systems; materials; and topical science.

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. At Anderson's we make use of the outdoors to help support science teaching.

Social Subjects

Children develop their understanding of the world through social subjects by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

Children may learn about history and/or geography through a context e.g. The Rainforest or The Highland Clearances.

Expressive Arts

- Art and Design
- Drama
- Music
- Dance



Expressive Arts encourages children to be creative, while providing them with opportunities to explore different media. We have a specialist teacher who comes to Anderson's weekly. All children benefit from specialised teaching in Music.

Technologies

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:

- Digital literacy
- Technological developments in society and business
- Computing science
- Food and textile technology
- Craft, design, engineering and graphics

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, and is part of the enrolment paperwork.



The following website page has more information on subjects and knowledge covered by the curriculum:

<https://education.gov.scot/curriculum-for-excellence/curriculum-areas/>

Varied Learning Methods

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

At Anderson's the children will be 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 simply completing a task. Active Learning is an essential part of school life. It provides opportunities for children to explore, discuss and share their learning and ideas with others.

Encouraging a mindset of curiosity helps them to learn and rethink concepts of the world around them.

- **Cooperative/Collaborative Learning** – encouraging learners to discuss their ideas and solve problems together to gain a deeper understanding.
- **Interdisciplinary Learning** – using links between different curricular areas to reinforce and deepen understanding.
- **Learning Outdoors** – using the local community and surrounding environment. Grant Park opposite our school provides a wonderful environment in which to promote learning outdoors. Learning outdoors forms an integral part of our curriculum.
- **Personalisation and Choice** – children are encouraged to plan their learning with the class teacher 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.

Play Pedagogy/Learning through Play

Through play children encounter, explore and make sense of the world and their place within it, they test ideas, apply them in the physical world, make learning real and discoveries meaningful. When playing children use their bodies and minds. Crucially, playing is highly motivating and driven by children's own interests. We are developing play across all stages of school from P1 to P7 driven by our Play Improvement Group

Skills

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

- | | |
|----------------------------|------------------------|
| • Focussing | • Curiosity |
| • Integrity | • Creativity |
| • Critical Thinking | • Feeling |
| • Initiative | • Communicating |
| • Adapting | • Organisation |
| • Collaborating | • Sense-making |

To find out more about these please go to Skills Development Scotland -

https://www.skillsdevelopmentscotland.co.uk/media/pgkgrzlf/skills-4-0_a-model-to-drive-scotlands-future.pdf

Assessment

At Anderson's assessment is the cornerstone of good teaching and learning and it is important that information about children's progress is collected systematically and used to inform the next steps in the learning process.

Teachers assess all aspects of the curriculum and personal development on a daily basis as they observe, question, listen and correct work. 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 children and that this information is used to plan for the next stage of development.

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.

More formal assessments include:

National Standardised Assessments – these online system assessments are taken by all children in P1, P4 and P7 across Scotland and used to monitor attainment at what for most children will be the end of Early, First and Second Level of the Curriculum for Excellence.

Reporting

In September a Meet the Teacher event takes place giving each parent the opportunity to visit their child's new class and teacher and to learn more about the plans for the year ahead. In addition to this, parents will receive a Settling in Report. Throughout the year class teachers will share information and pictures of work using Class Dojo too. Written reports to parents are June. These include information about Literacy, Numeracy and Health and Wellbeing and the child's views of their time in school too.

At the start of each session parents are given a list of holiday dates. Whole school newsletters are sent out on a monthly basis and class newsletters are sent out once a term. These newsletters and regular updates on Class Dojo as well as our school website help to keep parents informed about what is happening across the school and individual classes.

We also have Parents' Evenings, Open Afternoons, Class Assemblies and Curriculum Events throughout the year when parents are invited into school to discuss their child's progress, find out more about the tasks and activities the children have been undertaking and meet the team.

Throughout the year, parents may be invited in to school to discuss their child's progress. Parents can also request a meeting. These appointments are made at a time convenient to both parent and class teacher.

Support for Learning/Additional Needs

Children do not all progress at the same rate and provision is made within 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 Head Teacher or Depute Head, or SfL 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. There may be a need for a formalised Learner Profile and Strategies (LPS) to be written detailing what strategies and supports will be put in place in the classroom. Some children may then have an IEP (Individual Education Plan that sits within the LPS) devised for them. Both the LPS and IEP will be discussed with the child and with parents. They will be evaluated and updated on a regular basis. Staff also work in partnership with other agencies e.g. Speech & Language Therapy, Educational Psychology.

Our Support for Learning teacher may work with a child, or group of children, in the classroom. If children prefer support may be given out with the classroom setting. 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 further challenged in their learning. These needs will normally be met by the Classroom Teacher, but the Support for Learning Teacher may work with individual pupils or small groups to extend their learning.

If you have any concerns please contact your child's class teacher.

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 through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk Enquire provides a range of clear and easy-to-read guides and factsheets including the parents' guide to additional support for learning.

PARENTS AND COMMUNITY

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. Your support with outdoors/school excursions etc. is always appreciated. We have a number of community volunteers who regularly help in school. A PVG is required and guidance is given. If you have any spare time to 'donate' to the school please contact the school office.

Parent Consultations

At Anderson's we value the opinions of our parents and members of the community. We consult with the parent body or a sample of people when making important changes in the school and when revising policies.

Homework

Homework is given each week and we actively encourage parents to support their child's learning at home by allowing time to complete this in an environment that is free from distractions. This is also a great opportunity to have a learning conversation with your child. Please feel free to add any comments you have about their learning when you sign their reading record or homework diary.

Open Afternoons/Class Assemblies

We offer open afternoons for parents to celebrate their child's learning and achievements. In addition, each class puts on an assembly to showcase an area of their learning to which parents are invited.

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, self-evaluation etc

Activities & Fundraising Group

This group is a sub-committee of the Parent Council and exists primarily to support the school. It organises many fun fundraising events such as school discos, the Christmas Fayre and the Summer Sausage Sizzle and encourages all parents to involve themselves with the life of the school.

General School Volunteers

We warmly welcome parents, grandparents and members of the local community as helpers in classes, in the library, on school trips, or at sporting events. This enables us to foster the home and school link and to broaden the curriculum. Anyone wishing to help in the classrooms and library must have a PVG. If you would like to volunteer to help in the school please contact the school office.

Further Information for Parents and Carers

Moray Council has produced a "Notes for Parents and Carers" booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education, Housing & Communities, or the Moray Council Internet site www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

Please see **Appendix A** at the rear of this handbook for information on links to The Moray Council's internet site web pages.

SCHOOL AND THE WIDER COMMUNITY



At Anderson's we are committed to incorporating the local community into our learning with regular visits to the library, local shops and businesses, learning outdoors and encouraging visitors to the school.

Assemblies

Whole school assemblies are held twice weekly led by the Senior Leadership Team. On Mondays we focus on areas such as Nurture, Rights, Expectations and general information sharing. On Fridays we celebrate the successes of the pupil's both in school and at home.

Our school chaplain, Jon Mackenzie, also leads regular assemblies. Whilst providing a multi-faith education, Minister led assemblies are Christian based. Parents are invited to join in with the annual class assemblies.

At the end of the school session our P7 pupils plan and lead a special 'Moving On' assembly. During this we celebrate their efforts and achievements as they prepare to move into secondary education.

Charity Fundraising

Fundraising activities in a variety of forms take place throughout the year. We try to take part in national events such as Children in Need, Red Nose Day and/or Sport Relief. We recognise that not everyone can afford to support these causes and we only ask for donations from those who choose to give money.

Competition

We believe that, properly handled, competition is a good way of promoting and enhancing appropriate standards of behaviour and attitude. It is also good preparation for the real world.

Every child is allocated to a house – Nelson, Sueno, Macbeth. They all have opportunities to contribute towards the points system for house initiatives.

Pupils also participate in local competitions – Rotary Quiz, Maths Challenge, ASG Cross Country, Kwik Cricket, Active Schools Cross Country



FINANCIAL SUPPORTS

Families may be entitled to financial support through Moray Council if in receipt of certain benefits; please follow the link below to learn more.

[Free School Meals and Clothing Grants - Moray Council](#)



Moray Council can also provide help if you're of working age and facing money or debt problems.

[Income Maximisation - Moray Council](#)

Social Security Scotland offer supports for families with babies and young children. Use the following links to learn more.

[Scottish Child Payment - mygov.scot](#)

[Get help with money if you have a child - mygov.scot](#)

Moray School Bank can fund new school uniform and winter clothing.



SCHOOL UNIFORM

Anderson's pupils are expected to wear school uniform. Visitors to the school have commented on how smart the pupils are in uniform and pupils have commented on how proud they are to wear it.

School uniform consists of:

- Navy sweatshirt, jumper or cardigan
- White shirt or polo shirt
- Grey skirt or trousers
- Sensible shoes
- Summer dress in blue and white check or stripe (optional)

Sweatshirts, embroidered with the school emblem, are available to order from the school via IPay.

Please name/label all items of clothing, lunchboxes, school bags etc. The AFG have a supplier of labels – pick up a leaflet from the office.

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

SUENO

MACBETH

NELSON

RED
YELLOW
BLUE

P.E. kit

Children should have an indoor and outdoor PE kit with them in school. These are sent home regularly for washing.

Indoor kit:

- Blue/black shorts
- Plain House colour t-shirt (no logos, no football shirts etc.)
- Non-marking plimsolls/trainers

Outdoor kit –

- T shirt (no football shirts)
- Sweatshirt
- Tracksuit bottoms/joggers
- Trainers
- Spare socks

School requirements for new pupils coming to school:

- PE kits
- School bag
- Lunch box if required
- Water bottle

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 “Notes for Parents and Carers” booklet. http://www.moray.gov.uk/moray_standard/page_47236.html

Pre-Loved School Clothing

We have a collection of pre-loved school sweatshirts, trousers, skirts, polo shirts and PE kit which has been donated for use by the school community. This is available from the vestibule at the main door. You can take what you need and if you are able to make a donation, take a slip from the pack to get payment details. We have jackets and shoes, some Halloween costumes and add other items whenever we can.

WATER BOTTLES

In the interests of health and wellbeing, pupils are encouraged to bring a full water bottle to school with plain water in. They will have access to their water bottle throughout the school day. There are drinking water taps available to top up bottles if required. Please ensure that your child's water bottle is named.

SNACKS

Children enjoy having a snack at break time. As a nut free school, please make sure that your child does not bring anything to school which contains nuts. Fruit and or a small bag of crisps are ideal. We ask that you do not send in ‘sharing’ bags or large tubes of crisps or sweets. Non fizzy drinks for break and packed lunches are welcomed. We do not want children bringing in ‘energy’ type drinks e.g Prime as the sugar level of these can result in dramatic changes in behaviour and the ability of children to focus.

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. Watches and jewellery should not be worn on days allocated for PE or other sports. The school cannot be held responsible for clothing, valuables, toys, electronics etc. that may be lost, stolen 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 sent to charity in the 'rag-bag' collection. Monies from this collection are used to support the school e.g. repair and replacement of small playground equipment.

MOBILE PHONES

Moray Council guidance is that primary schools do not allow mobile phones. Children should not take mobile phones to school. Smart watches must not allow messaging or calling. Children who do take a device to school MUST hand it in at the start of the day and it will be returned before they go home.

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. Ingredients are locally sourced to reduce food miles and increase sustainability.

Free school meals are offered to all P1-P5 pupils. School meals are available at the current charge of £2.50 per meal. Meals are paid for through Ipay. In cases of emergencies or sudden alterations of plans, meals will be provided. These can be paid for afterwards. Provision is made in the school for the consumption of packed lunches. Lunches are ordered at the start of each day – menus are online – please discuss with your child beforehand to ease the process.

Examples about the type of menu provided, which is available from the [Moray Council website](#)

You can apply for free school meals for your child if you are receiving benefits. For further information please refer to section 7 of the "Notes for Parents and Carers" booklet. http://www.moray.gov.uk/moray_standard/page_47236.html

A letter will be issued to parents if a number of unpaid lunches accumulate.

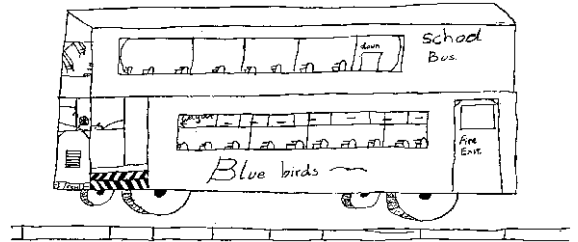
All children regardless of whether they are having their own packed lunch or a school lunch sit together in the canteen to eat.

Moray Council operate a 'nut free' policy in their kitchens. We ask that packed lunches do not contain nut based products – pesto, Nutella.

SCHOOL TRANSPORT

All primary and secondary pupils who live more than two miles from their catchment school are provided with free transport. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to two miles as appropriate. Application forms for free transport are available from the school office.

The transport operator for our school is 'Mundole Coaches and Taxis' for pupils from Rafford, Waterford, Hillhead and Easter Lawrenceton.



SCHOOL TERM DATES

A list of school term dates is available on the internet and can also be found in Appendix D.

[Moray Council website](#)

HEALTH AND SAFETY

Allergies

At Anderson's Primary School we have pupils with severe allergies (anaphylaxis) and in the event of an allergic reaction will require the administration of an Epipen containing adrenaline. For this reason we are a nut free school and ask your support in not sending any nut based products to school for snack or packed lunch e.g Nutella. 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 bumps 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 will contact the parent immediately. The child can then be taken to the Health Centre by the parent. If the parent cannot be contacted quickly, a member of staff will take the child.

- In an emergency, an ambulance will be called. 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. If this is not possible, the emergency contacts will be used.
- Medical advice will be followed.
- 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.

Administration of Medicine

Some pupils will need to take medication (or be given it) at school at some time in their school life. Often this will be for a short period only. To allow pupils to do this and to minimise the time they need to be off school, medication should only be taken to school when absolutely essential: prescribed and agreed within an IPP (Form Med 3).

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

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

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

http://www.moray.gov.uk/moray_standard/page_47236.html

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 is recommended.
- Using lotions according to the instructions.
- 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.

Data Protection Act

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

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

Privacy Notices are available to explain how personal information may be collected, used, stored, shared and securely disposed of, the legal basis for doing so, and what your Data Subject Rights are. Privacy Notices are available from our website at www.moray.gov.uk/moray_standard/page_142831.html

Pupil use of Internet and Email

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.

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, Housing & Communities, or the Moray Council website www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

APPENDIX A

Moray Council Education, Housing & Communities

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

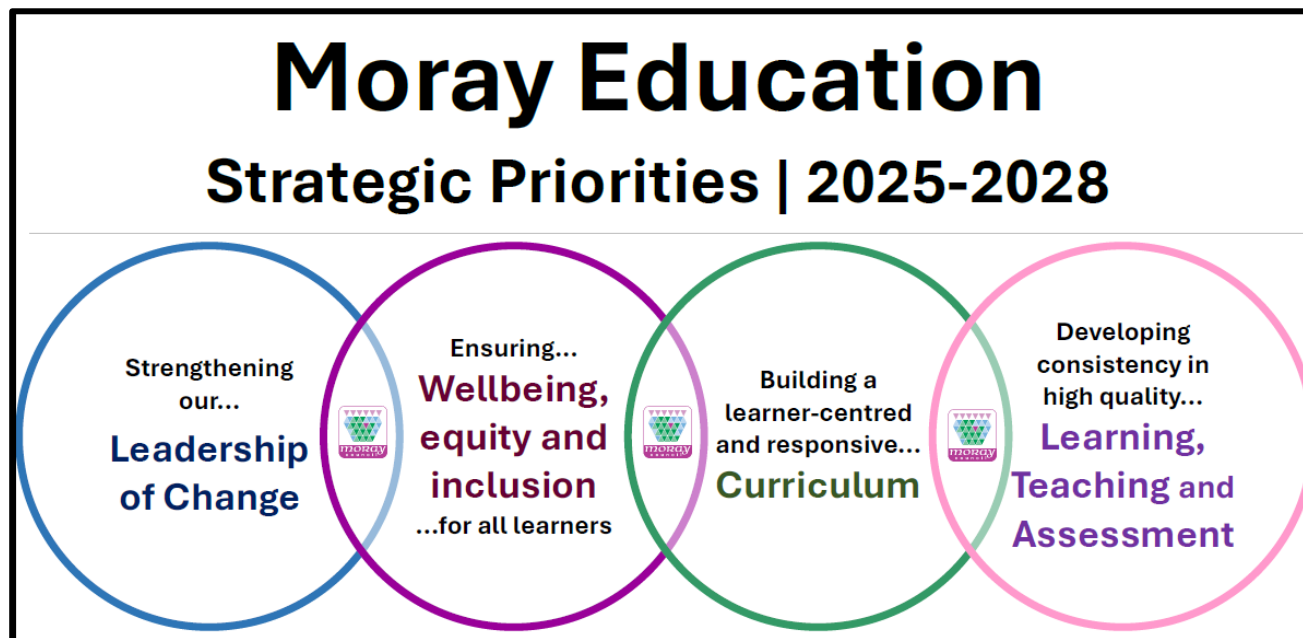
Website: www.moray.gov.uk

Updated 18/11/2025

Moray Council A-Z

Active Schools	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:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	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). If it is an emergency call 999
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Moray Council A-Z		
Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html

Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability & Inclusion	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
Race & 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



School Improvement Plan

Session:	2025-2026
School:	Anderson's
Plan term:	☒ 1 year ☐ 2 years ☐ 3 years

MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Priority 1

Summary of Priority: **Leadership of Change**

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

☒ Leadership of Change
☒ Wellbeing, equity and inclusion

☒ Curriculum
☒ Learning, Teaching and Assessment

☒ Self-evaluation for self-improvement

NIF Priorities:		Corporate Plan 2024-2029:	Children's Services Plan:	HGIOS?4 QIs:		
☒ Placing human rights and needs of every child and young person at the centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in achievement, particularly in Literacy and Numeracy		☐ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☒ Build thriving, resilient, empowered communities	☐ <u>P1</u> : Tackling child poverty ☒ <u>P2</u> : Improving the mental and emotional wellbeing of C&YP and their families ☒ <u>P3</u> : Keeping C&YP Safe ☐ <u>P4</u> : Strengthening family support ☒ <u>P5</u> : Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5	☐ 2.1 ☒ 2.2 ☐ 2.3 ☐ 2.4 ☒ 2.5 ☐ 2.6 ☒ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
Extend opportunities for all staff to lead learning and wider collaborative professional learning opportunities, for strengthened learner outcomes	- By December 2025 staff professional learning and collaborative learning opportunities will begin to strengthen classroom practice with positive impact on the experience for all learners - Staff learning from one another builds leadership capacity supporting all learners - By May 2026 staff skills/talents will have been evidenced and used to extend pupil skills/knowledge development		CTs	- Improvement Groups lead on school developments - Individual teachers lead in areas of interest/expertise - Teaching staff have taken leading roles in school developments - Pupil focus groups - Classroom visits - Walkthroughs		
Develop pupil participation and leadership opportunities to ensure development in the four capacities as building blocks for future success, strengthening learner voice and skills 4.0 development	By December 2025 extended pupil leadership opportunities, clubs and activities strengthens development of skills for learning, life and work. Attendance at these groups will include approximately 20% of pupils		All	- Leaders from P5 -P7 share their skills with other learners during lunch – Playground Leaders, clubs - House Captains take the lead in developing ideas for whole school improvement		

	Learners take lead roles in improving their school and links with community as part of our nurturing school community aim evidenced through the detailed measures of success		- Pupil groups work to support school improvement and make links with the wider community - Pupil Council links with staff meetings and Parent Council - Classroom visits - Walkthroughs - Focus groups
Reading School leaders gain accreditation to support and develop reading across all stages and involving parents	- By May 2026 ACCEL data will show improvements in reading across school - The majority of learners are more engaged with reading - The majority of learners see that reading is considered important in school as it is integrated in to the school day and not just a time filler	All	- Learners talk about their enjoyment of reading - Reading School accreditation received - Increase in reading attainment noticed through tracking - Analyse M data - Pupil focus groups - TPJ - Observations
Moderation across ASG using West Partnership materials to support	- Raising Attainment to support all learners - Consistency of approaches across ASG to aid all learners - By Dec 2025 all ASG primary practitioners will have met once to further develop moderation tasks to support all learners and by May 2026 further moderation will have been undertaken	All	ASG schools have met twice to agree standards and have shared understanding of the challenges across all schools
Develop a consistent approach to engage parents in self-evaluation activities	Ongoing efforts so the majority of learners see parents are involved and helping to make improvements	All	- SE processes involves parents using Forms - Parent Council meetings - Feedback
Pupils leading learning – their own and in class etc.	- By November 2025 Myworldofwork is beginning to be used to develop profiling P4 – P7 - Leadership skills develop linking to skills development - All learners are supported to participate fully in wider activities, developing skills and knowledge	CTs Pupils	- Profiles created and regularly updated - Regular planned opportunities in class and in committees etc for learners to lead

	- All learners are supported with wider opportunities to participate in leadership roles, committees and activities - By May 2026 almost all learners better able to identify skills for future careers and world of work (Skills 4.0 SDS/CES/CMS)		
Quality Assurance processes are robust with dates set in QA Calendar for SE, classroom visits, peer observation etc Strengthen approaches to whole school self-evaluation for school improvement, involving pupils, parents, staff and partners further to plan for improvement and drive forward positive changes	- Ongoing work to ensure all learners views are sought to support SE - Improvements follow from SE procedures to the benefit of learners	All	- SE process includes all stakeholders - SE forms planning for improvement
Data analysis is used robustly by all staff to support identification of need/challenge through Analyse M to identify trends across classes. Use data to make adaptations as required.	All learners are supported to achieve through data interrogation with all staff undertaking further training by November 2025 By May 2026 all learners will be supported to achieve by staff using data interrogation	SLT Class Teachers	- Staff know how to use Analyse M and become more confident in its use - Data is used effectively in class to support learners - Interventions in place to support learners
Professional learning is undertaken to improve skills in data analysis, Circle and learning, teaching and assessment.	- By November 2025 practitioners will have identified professional learning which will help support all learners - By May 2026 professional learning will have been put in place with the aim of supporting all learners	All	- Staff use CLPL to develop skills across to support all learners. - PRD discussions focus on skills development
Using Circle frameworks all learners are supported through improving classroom and social environments as well as structures and routines.	- By November 2025 learning environments support all learners to reach their full potential - By May 2026 all learners are supported through consistency across the whole school	All	- Incidents of V&A are reduced - Classroom visits evidence consistency across the whole school
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: SE of QIs, Microsoft Forms, pupil surveys, staff meetings, classroom visits,			

MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Priority 2

Summary of Priority: **Learning, Teaching and Assessment**

Key links to Moray Education Priority Area(s):

- ☒ Leadership of Change
- ☒ Wellbeing, equity and inclusion

- ☒ Curriculum
- ☒ Learning, Teaching and Assessment

- ☒ Self-evaluation for self-improvement

NIF Priorities:		Corporate Plan 2024-2029:	Children's Services Plan:	HGIOS?4 QIs:		
☒ Placing human rights and needs of every child and young person at the centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in achievement, particularly in Literacy and Numeracy		☐ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☐ Build thriving, resilient, empowered communities	☐ <u>P1</u> : Tackling child poverty ☐ <u>P2</u> : Improving the mental and emotional wellbeing of C&YP and their families ☒ <u>P3</u> : Keeping C&YP Safe ☐ <u>P4</u> : Strengthening family support ☒ <u>P5</u> : Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☐ 1.1 ☒ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☒ 3.1 ☒ 3.2 ☒ 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
Development of learning for sustainability and promoting diversity through curricular areas/progressions and multi-disciplinary/IDL learning experiences.	- From a starting point by November 2025, by May 2026 the majority of learners have greater understanding of the experiences and challenges of minorities in Scotland now and in the past - From a starting point by November 2025, by May 2026The majority of learners are aware of sustainability themes, exploring connections through big ideas extending thinking skills and knowledge		All	- Learner confidence in exploring key LfS themes and presenting findings through class work grows - Learning observations and visits including peer observations support evidence of strengthened delivery and practitioner confidence - Walkthroughs - Pupil Focus groups		
Curriculum to reflect anti-bullying and anti-racism education across all stages through curricular areas/multi-disciplinary/IDL learning experiences.	- Almost all learners are aware of showing kindness and consideration to all without discrimination through big ideas extending thinking skills and knowledge - November 2025 GWMP data will provide information to enable support to be offered to those in need		All	- Learners demonstrate school values and show respect to all regardless of background and show kindness - No incidents of bullying for any reason will be recorded		

	May 2026 GWMP data will show improvement		Learning observations and visits including peer observations support evidence of strengthened delivery and practitioner confidence
Develop play and creativity across all levels. Continue to develop child centred learning and play based approaches across early level.	- Enquiry and inquiry of the world around them gives all learners greater autonomy in their learning at all stages - From Nov 2025 to May 2026 engagement in learning, creativity and curiosity increases, strengthening development of skills for the majority of learners.	CT	- Learners, through focus groups, can identify the benefits of play to their HWB - Through observation, learners are engaged and motivated learning through play - Through self-reflection and professional dialogue, practitioners' confidence increases planning play-based experiences
Use Writing4Pleasure programme to improve narrative writing at all stages particularly at P4 and P5 and to develop a robust structure for narrative writing at P1 and P2.	- Almost all learners will enjoy taking part in shorter, more focussed writing lessons where spelling and grammar are interlinked - By November 2025 current P5 data will show an uptick in tracking expected level of achievement - Learners will see demonstrate their writing skills for a purpose linked to events across the school year - By May 2026 ACEL Data will show that at least 75% of P4 learners have achieved First Level	All	- ACEL data - Continued links with Alves Primary support staff confidence in teaching writing - Focus groups - Walkthroughs
Curriculum pathways to be revisited and realigned where applicable.	- By November 2025 learning pathways are being revisited to support all learners. - By May 2026 agreed pathways are ready to enable all learners are taught in a relevant sequence building upon prior learning	All	- Updated curriculum pathways are in place - Staff have developed pathways linked to the progressions - Staff meeting minutes - Improvement
Further develop learners' self/peer assessment to identify strengths and next steps.	- There is an ongoing focus on all learners becoming aware of their own progress - All learners are able to discuss their learning needs as an ongoing support	CT	- Learners talk confidently about what they can do and what their next steps are - Classroom visits and pupil focus groups evidence this growth in confidence and understanding
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: SE of QIs, Microsoft Forms, pupil surveys, staff meetings, classroom visits,			

MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Maintenance Agenda *(to be populated at school discretion)*

Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
SportScotland Award is gained	Learners have wider opportunities to take part in activities	Jun 26	PE Teacher Active Schools CT	Accreditation takes place
RRS Award re-accreditation	Rights are at the heart of the school and all learners have an understanding of their rights	Jun 26	All	Evidence collected supports re-accreditation
Continue to use Moray Progressions to support learning, teaching and assessment	Consistency for all learners from P1 to P7.	Ongoing	All	Planning folders evidence us of MC Progressions



Anderson's Primary

Standards and Quality Report: Review of Session 2024- 2025

Priority 1

Summary of Priority: **Developing our curriculum through high quality learning, teaching and assessment**

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

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☐ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☒ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement ☒ Performance Information	☒ <u>Priority 1</u> – Improve Wellbeing ☐ <u>Priority 2</u> – Safeguarding ☒ <u>Priority 3</u> – Poverty ☒ <u>Priority 4</u> – Corporate Parenting	☒ 1.1 ☒ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☒ 2.6 ☒ 2.7	☐ 3.1 ☒ 3.2 ☒ 3.3

Progress and Impact

Improvement Groups worked collegiately to develop links to support the teaching of colonialism and the legacy of that today. Teaching plans for RME, Social Studies and IDL now include links to teaching materials to support this. This now needs to be further embedded in work across all stages. There were greater opportunities to incorporate play working in partnership with the Care and Learning Alliance who provided sessions for all P2, P3 and P6 classes. Play is being used more across school to support learning and is part of learning outdoors. The mud kitchen is in use more regularly with learners at Early Level having opportunities to develop skills and deepen understanding through play. ASG moderation activities over the session deepened understanding and provided chances to look outwards, the dates for next session are included in the WTA. Pace, challenge and differentiation have been a focus for classroom visits and staff continue to use their professional learning to deepen their pedagogy. The use of Moray Council supports and the NA Toolkit has given staff further opportunities to take part in robust professional dialogue with learners benefitting from consistency of approaches across the school. Termly tracking and monitoring meetings are used to identify learners who need support or challenge.

Next Steps

- Further develop learners' leadership opportunities – classroom and playground
- Staff taking on leadership roles to enhance teaching, learning and assessment
- Further embed Learning for Sustainability and develop more teaching resources to support anti-racism and anti-bullying
- Improve staff skills of data analysis using Analyse M and NSA

Priority 2

Summary of Priority: **Supporting all Learners – Ensuring wellbeing and equity to raise attainment and achievement for all**

Key links to Moray Education Priority Area(s):

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

NIF Priorities:		NIF Drivers:		Children’s Services Plan:		HGIOS?4 QIs:	
☐ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people’s health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☒ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☐ Curriculum and assessment ☐ School and ELC Improvement ☒ Performance Information	☒ <u>Priority 1</u> – Improve Wellbeing ☐ <u>Priority 2</u> – Safeguarding ☒ <u>Priority 3</u> – Poverty ☐ <u>Priority 4</u> – Corporate Parenting	☐ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5	☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☒ 3.1 ☒ 3.2 ☒ 3.3		

Progress and Impact

Wellbeing tracking continues to be carried out three times each year using the Glasgow Wellbeing and Motivational Profile. Staff work together to provide appropriate supports for those who are identified through tracking as requiring some intervention. Tracking of progress and achievement is carried out three times each year. Interventions identified are carefully planned with SfL input where necessary. Reading Eggs, Reading Express and Mathseeds are well used to provide support/challenge to learners. This is enabling learners to make good progress with reading/maths resulting in them no longer requiring support. Data interrogation is used to identify areas of further development for learners. Skills for learning life and work are identified regularly across the school year and the Developing the Young Workforce event held annually gives learners some understanding of the links between their learning in school and out to the wider world of work. Reading School development has continued and a successful link between reading and writing was made to coincide with World Book Day with families coming in to read the books created. Learners are recognised for their achievements in and out of school in class and at assemblies with certificates rewarded. Maths Passports and Orrin Awards are given to recognise those who are working hard to become more proficient with mental maths skills and to those who have displayed school values.

Next Steps

- Reading School accreditation to be completed
- Whole school focus on mental maths and maths skills to support raising attainment
- P4 – P7 using MyWorldofWork for profiling their skills and achievements
- Further improve data skills of staff

Priority 3

Summary of Priority: **Leadership of change**

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGios?4 QIs:		
☐ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Leadership ☐ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☐ Curriculum and assessment ☒ School and ELC Improvement ☒ Performance Information	☒ <u>Priority 1</u> – Improve Wellbeing ☐ <u>Priority 2</u> – Safeguarding ☒ <u>Priority 3</u> – Poverty ☐ <u>Priority 4</u> – Corporate Parenting	☒ 1.1 ☒ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4 ☒ 2.5 ☐ 2.6 ☒ 2.7	☐ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

Collaborative working across the ASG in moderation has benefitted learners through greater consistency. This will continue next session with dates already set and there are plans in place for school moderation sessions as well led by teaching staff. Teaching staff have taken on leadership through improvement groups which now must be developed to include leadership of other areas across school allowing learners to benefit from the knowledge of others. Links have been made with a local care home and there are leadership opportunities for staff and learners to support visits. The Parent Council has supported policy revision and will continue to do this. A Parent Council sub group lead on social and fundraising activities across the year for children and families. A number of parent helpers are available in school to support learners in literacy. Some learners have taken on leadership roles across school in a variety of situations this now needs to extend to leading learning in classes and through clubs. Our PE Teacher has established links with Active Schools and has already begun to support leadership opportunities for learners in sport at lunchtime. He is keen to lead on SportScotland award which has been on the maintenance plan.

Next Steps

- Leadership opportunities learners across school
- Staff leading areas for improvement individually or as part of groups
- Greater parental engagement and involvement
- P5 – P7 learners leading clubs and sports activities

Term Dates

Christmas Holidays	School closes	Friday 19 th Dec 2025
	School re-opens	Monday 5 th Jan 2026
Half-term Break	In-Service	Thursday 12 th Feb 2026
	School Closed	Friday 13 th to Tuesday 14 th
		Feb 2026
Easter Holidays	School closes	Friday 27 th March 2026
	School re-opens	Monday 13 th April 2026
May Day Break	School Closed	Monday 4 th May 2026
Summer Holidays	School closes	Thursday 2 nd July 2026
	School re-opens	Wednesday 19 th August 2026
October Holidays	School closes	Friday 9 th October 2026
	School reopens	Monday 26 th October 2026
In-service Days	School Closed	Monday 9 th November 2026
	School Closed	Tuesday 10 th November 2026
Christmas Holidays	School closes	Friday 18 th December 2026

Appendix E**Staff at Anderson's**

Mrs S Neil	Head Teacher
Mr I Lunan	Depute Head Teacher
Mr G Johnston	SFL Teacher and Principal Teacher
Mrs W Tulloch	Class Teacher
Mrs L Thomson	Class Teacher
Mrs S Clark	Class Teacher
Mrs L Short	Class Teacher
Mrs E Johnson	Class Teacher
Mrs A Nelmes	Class Teacher
Mrs C McLeman	Class Teacher
Miss C Webster – Maternity Leave	Class Teacher
Mrs G Donegan	Class Teacher
Mr A Charles-McKeating	Class Teacher
Mr C Rutherford	Class Teacher
Mrs S Caldwell	Class Teacher
Mr M Hopkirk	Class Teacher
Mrs R Edwards	Class Teacher
Mrs L Norman	Music Specialist
Mr G Stewart	PE Specialist
Mrs A Douglas	Primary School Administrator
Mrs C Young	Primary School Administrator
Mrs L Newlands	Support Staff
Mrs J Prentice	Support Staff
Mrs M Taylor	Support Staff
Mrs K Speed	Classroom Assistant
Mrs K Noble	Classroom Assistant
Mrs J Singer	Classroom Assistant
Mrs D McGhee	Classroom Assistant
Mrs L Taylor	Classroom Assistant
Miss L Ferguson	Playground Supervisor and Support Staff

APPENDIX F – School handbook

Standard privacy statement for school websites and handbooks

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

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

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

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

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

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

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

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

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

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

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child

joins Anderson's Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

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

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

Sharing personal data to support Wellbeing

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

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

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

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