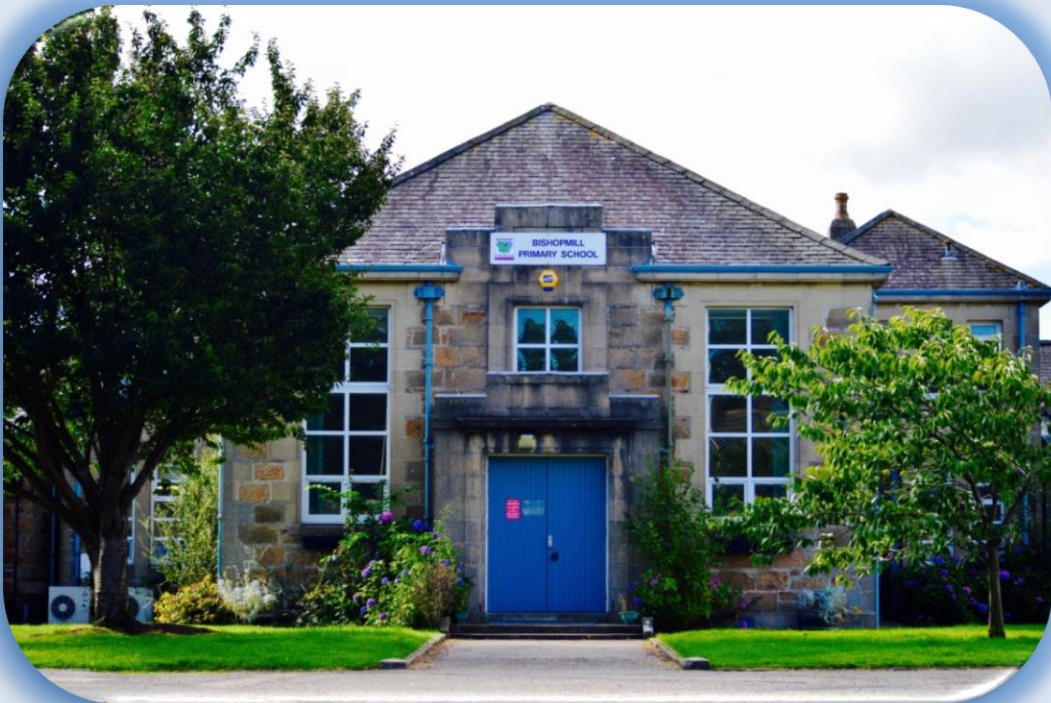




BISHOPMILL PRIMARY SCHOOL



2025

FROM A LITTLE ACORN GROWS A MIGHTY OAK

ACHIEVEMENT COOPERATION OUTSTANDING BEHAVIOUR RESPECT NEW BEGINNINGS

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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 Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_47236.html
This booklet is also available in other languages.

Main telephone number for Education, Housing & Communities is 01343 563374
Moray Council website www.moray.gov.uk Please refer to Appendix A for links to access information

BISHOPMILL PRIMARY SCHOOL

The purpose of this booklet is to provide you with information which may help you to understand better the organisation, facilities and policies of the school.

It is hoped that, through good understanding, parents, pupils and teachers working together will produce the right environment in which our children can learn and grow up.

The information contained within this handbook is correct at the time of publication and is updated annually. This handbook has been prepared in accordance with guidelines set out by Moray Council. See service aims at

http://www.moray.gov.uk/moray_standard/page_43612.html

12 December 2025

Elaine Andrew
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Bishopmill Primary School
Morriston Road
Elgin
Moray
IV30
4DY

<https://sites.google.com/my.glow.scot/bishopmillprimaryschool?usp=sharing>

Tel:01343 547841



FROM A LITTLE ACORN GROWS A MIGHTY OAK

ACHIEVEMENT COOPERATION OUTSTANDING BEHAVIOUR RESPECT NEW BEGINNINGS

WELCOME

BISHOPMILL PRIMARY SCHOOL

The original sandstone building was opened in 1936 to serve the area of Bishopmill, Elgin. Two extensions have since been added to enable us to accommodate 14 classes. We also house a superb sports hall that is shared with the local community and several general purpose areas.

The school grounds offer a safe and stimulating environment with a large grassy area, a tarmac playground, a play park and an outdoor classroom. The outdoor area is used for play and learning activities.

A Pre-school Education Centre run by Torridon occupies an annex in the school grounds. This provider offers pre-school provision for 2, 3 & 4 year olds.

The following provide after school care – children are picked up from school:

Ark Childcare: 01343 551664

Bishopmill Pre- School: 01343 543903

Magic Roundabout: 01343 552803

Pupils are in mixed ability classes according to their ages. The school is staffed to a formula that relates to the school roll. This means the size and distribution of the classes may have to be formed as composites, a feature in most schools in Moray. Children are placed in age appropriate classes.

We try to communicate effectively with parents. We have a regular newsletter available electronically on our website. We use a text message service, Parent Portal, Groupcall, Seesaw and e-mail to share children's learning, remind parents of activities and share messages. All class teachers issue a class newsletter relevant to their class. We also have a twitter page at <https://x.com/Bishopmillps> all our classes are now using twitter.

We continually evaluate our work in order to improve our service, refer to *Appendix B Strategic Improvement Plan*.

Our annual Standards & Quality Report is published in March each year and summarises the success achieved throughout the year. Refer to *Appendix C Standards & Quality 2023-24*

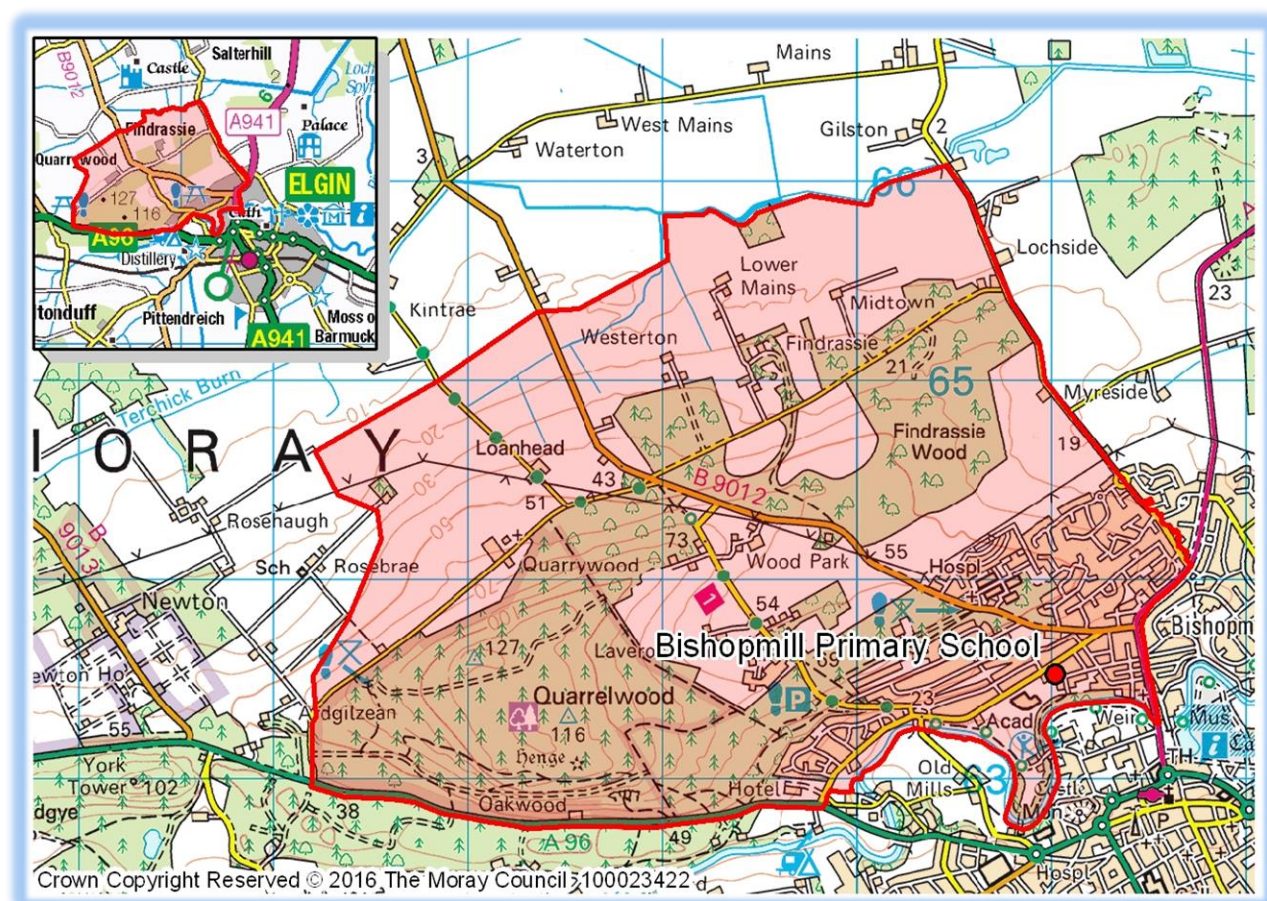
Bishopmill has a very positive learning ethos. All pupils, parents and staff work very well together to create this learning environment.

Our pupils experience a broad range of learning activities both in school and in the local community to help them achieve success. Our achievement wall displays these achievements throughout the year. Monthly **ACORN** achievement assemblies celebrate wide achievements too.

We hope this brochure will give you an insight into our school and should you wish more information please contact us.

SCHOOL PARTICULARS

Name of School	Bishopmill Primary School
Address	Morrison Road, Elgin, Moray IV30 4DY
Tel No	01343 547841
Web site	https://sites.google.com/my.glow.scot/bishopmillprimaryschool?usp=sharing
Email	admin.bishopmillp@moray-edunet.gov.uk
School information line	0870 054 9999 Pin number 031120
Head Teacher	Mrs Elaine Andrew
Depute Head Teacher	Mrs Irma Westwood
Depute Head Teacher/ ASN Coordinator	Mrs Beryl Bokor
Depute Head Teacher	Mr Kevin Stuart
Roll of School	402
Stages taught in school	P1 – P7



STAFF 2025/2026

Head Teacher	Mrs E Andrew	
Depute Head Teacher	Mrs B Bokor	
Depute Head Teacher	Mrs I Westwood	
Depute Head Teacher	Mr K Stuart	
Teaching staff	Mrs M Grimson	
	Mrs J Kirkman	
	Mrs V Kendrick	
	Miss C Watson	
	Mrs S Carr	
	Mrs K Slater	
	Miss N Watt	
	Miss E Morris	
	Mrs H Spencer	
	Mr P O'Neill	
	Mrs E Bremner	
	Mrs H McLeod	
	Mrs G Green	
	Mrs C Carter	
	Miss J Anderson	
	Miss C Purkis	
PE Teacher	Ms C McNab	
Music Teacher	Mrs Y Taylor	
Support for Learning Teachers	Mrs J Stewart	
	Mr J Dickson	
School Administrator	Mrs S More	
Clerical Assistant	Miss S McPherson	
School Support staff	Mrs Y Retson	Mrs J Green
	Mrs J Heywood	Mrs J Robertson
	Mr B Irvine	Mrs J Johnson
	Mrs D Mair	Miss K Duncan
	Mrs A Hale	Mrs S Marnoch
	Miss M Jack	Mrs V Critchley
	Mrs D Esslemont	Mrs I Rowley
	Mrs C Currie	Mrs C Nunn
	Miss C Peat	Mrs A Nwaobiarah
Janitor	Mr D Chapman	

NAMED PERSON

As part of the national **Getting It Right For Every Child** (GIRFEC) approach children and young people from birth to 18 or beyond (if still in school) and their parents will have access to a **Named Person** to help them get the support they need. In primary schools the Head Teacher is usually the **Named Person** and will remain throughout their time at primary school. On transition to secondary school, Principal Teachers of guidance usually become the **Named Person**. The **Named Person** will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

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

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

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

Named Person at Bishopmill School is Head Teacher: Elaine Andrew 01343 547841
admin.bishopmillp@moray-edunet.gov.uk



VISION & VALUES

Our Vision statement for our school is **FROM A LITTLE ACORN GROWS A MIGHTY OAK** . Our **ACORN** values shape our school.

- **A**chievement
- **C**o-operation
- **O**utstanding behaviour
- **R**espect
- **N**ew beginnings



The principles of ACORN are integral to all pupils in the school. These values are actively discussed and used as a basis for creating a safe, secure and purposeful learning environment.

BISHOPMILL PRIMARY SCHOOL AIMS

Children are at the heart of our school. Our aspiration is that they become Successful learners, Confident individuals, Responsible citizens and Effective contributors. Developing the capabilities and attributes of the four capacities is embedded across all learning.

Successful Learners

With:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas and able to:
- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

Confident Individuals

With:

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs and able to:
- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

Responsible Citizens

With:

- respect for others
- commitment to participate in political, economic, social and cultural life and able to:
- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

Effective Contributors

With:

- an enterprising attitude
- resilience
- self-reliance
- and able to:
- communicate in different ways and different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new concepts
- create and develop
- solve problems

Our Expectations

At Bishopmill Primary School, we expect and encourage good behavior and self-regulation from all children in order to achieve an ethos which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods to build and maintain positive relationships. We achieve this through visible consistency which is reinforced through our expectations:

**Safe
Respectful
Ready**

These are referred to and used regularly by all adults working in school. Our aim is to provide a calm, quiet atmosphere in the school and to encourage children to move around in a safe manner. We line up in **Legendary Lines** and do **Wonderful Walking** around school. When moving from one task to another we have **Tremendous Transitions**.



FAMILIES AT BISHOPMILL

Families at Bishopmill (FAB) is a group of parents and guardians with children at Bishopmill Primary School, who meet once each term for approximately an hour. The group provides an opportunity for families to come together to discuss various school-related matters, with a particular focus on supporting fundraising efforts for the school. FAB plays a key role in organizing and promoting fundraising activities that directly benefit the students and the wider school community.

During meetings, the Head Teacher often shares updates on the latest teaching methods, educational policies, and initiatives being implemented in the classroom. This gives families an opportunity to stay informed about how the school is evolving and contribute their thoughts to discussions.

FAB is also involved in key school matters such as the School Travel Plan, the content of the school brochure, and addressing concerns raised by other parents. Fundraising activities are a central focus, and the group works collaboratively to plan and execute events and initiatives that help raise funds for important school projects and resources.

All parents and guardians of children attending Bishopmill Primary School are welcome to join FAB meetings. The group is open to everyone and provides a space for all voices to be heard. FAB has elected roles such as Chair, Secretary and Treasurer, which are open to any parent or guardian who wishes to take on a leadership role within the group.

FAB operates with a clear set of guidelines inspired by the Scottish Schools (Parental Involvement) Act 2006, and follows a constitution that ensures transparency and effective decision-making. Additionally, FAB engages with the Scottish Parent Teacher Council (SPTC), and representatives from the group are encouraged to attend SPTC meetings to stay connected with broader parental involvement activities across Scotland.

Through FAB, parents and guardians can actively contribute to the growth and success of Bishopmill Primary, creating a stronger partnership between home and school while ensuring that fundraising efforts directly benefit the students.

If you wish to become involved in FAB, or would just like to know more about what it does, please contact the school office for further details.

Minutes of all meetings can be viewed on the school website at <https://sites.google.com/my.glow.scot/bishopmillprimaryschool?usp=sharing>

The purpose of Families At Bishopmill can be summarised as follows:

- To provide a focus for all parents to be involved with the school.
- To work in partnership with the school and the wider community that the school is part of, to create an inclusive, welcoming school for all children and parents.
- To promote partnership between the school, its children and parents.
- To develop and engage in activities which support the education and welfare of the children and pupils of the school.
- To express the views of parents represented about the education or welfare of the pupils of the school as may be directed by the parents from time to time.
- To fulfil our duties under the Scottish Schools (Parental Involvement) Act 2006.
- To report back to the wider parent body.

LIAISON WITH PARENTS

If you have any worries about your child, you should contact the school right away. Appointments should be made through the school office.

We update parents on children's progress through a termly report. The first report is a 'Settling In Report' followed by three reports which give targets children are working towards in class.

Once a year parents are offered a meeting to discuss children's progress towards these targets.

Seesaw is used to share children's learning on a weekly basis and is also used to communicate information with parents about progress.

Parents and friends of the school also share their interests and expertise with children in a variety of extra-curricular activities throughout the year when permitted e.g. football, netball, choir, junior jog, basketball, dance, drama, athletics and Christmas crafts.

We also ask parents to continue to support their child's learning at home. Allowing time for reading, discussing their learning and completing tasks is so important in helping a child make progress in all areas of the curriculum.

COMMUNICATION WITH PARENTS

Groupcall is used by the school to send newsletters and contact parents regarding non-attendance at school. This can also be used by parents to report absences and send messages.

As part of Moray Council's Improvement and Modernisation Programme, parentsportal.scot has been introduced. This has been designed to reduce paper and give parents/carers online access to a range of school-related services. At the heart of the system is a secure online account through mygov.scot, which is known as 'My Account' and is already used in all Moray schools to enable parents to make online payments.

Parents Portal will allow you to: - report your child's absence, view the school calendar, view your child's attendance, complete permission slips and consent forms, update your own as well as your child's details at any time, access Parent Zone, an information area and access online school payments (iPayImpact).

We currently use Seesaw, which is an app, to share messages from the teacher, class news and share children's learning.

TERM AND HOLIDAY DATES

Session 2025 -2026

All dates inclusive

2025-2026

Autumn

In-Service Closure: Monday 18 August 2025

In-Service Closure: Tuesday 19 August 2025

Term starts: Wednesday 20 August 2025

Term ends: Friday 10 October 2025

Autumn Holiday

Monday 13 October 2025 - Friday 24 October 2025

Winter

Term starts: Monday 27 October 2025

In-Service Closure: Monday 10 November 2025

In-Service Closure: Tuesday 11 November 2025

Term ends: Friday 19 December 2025

Christmas Holiday

Monday 22 December 2025 - Friday 2 January 2026

Spring

Term starts: Monday 5 January 2026

In-Service Closure: Thursday 12 February 2026

Mid-term holiday: Friday 13, Monday 16 &

Tuesday 17 February 2026

Term ends: Friday 27 March 2026

Spring holiday

Monday 30 March - Friday 10 April 2026 (Good Friday Holiday 3 April 2026)

Summer

Term starts: Monday 13 April 2026

May Day holiday: Monday 4 May 2026

Term ends: Friday 2 July 2026

2026-2027

Autumn

In-Service Closure: Monday 17 August 2026

In-Service Closure: Tuesday 18 August 2026

Term starts: Wednesday 19 August 2026

Term ends: Friday 9 October 2026

Autumn Holiday

Monday 12 October 2026 - Friday 23 October 2026

Winter

Term starts: Monday 26 October 2026

In-Service Closure: Monday 9 November 2026

In-Service Closure: Tuesday 10 November 2026

Term ends: Tuesday 22 December 2026

Christmas Holiday

Wednesday 23 December 2026 – Tuesday 5 January 2027

Spring

Term starts: Wednesday 6 January 2027

In-Service Closure: Thursday 11 February 2027

Mid-term holiday: Friday 12 & Monday 15 February 2027

Term ends: Thursday 25 March 2027

Spring Holiday

Friday 26 March - Friday 9 April 2027

Summer

Term starts: Monday 12 April 2027

May Day holiday: Monday 3 May 2027

Term ends: Friday 2 July 2027

Plus 1 occasional day holiday to be agreed by 31 March 2026

For further information

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

NORMAL SCHOOL TIMES

		Break		Lunch	
P1 – 2	9.00am – 10.40am	10.40am – 11.00am	11. 00am- 12,35pm	12.35pm – 1.15pm	1.15pm – 3.00pm
P3	9.00am – 10.20am	10.20am – 10.40am	10.40am - 12.45pm	12.45pm – 1.25pm	1.25pm – 3.00pm
P4-7	9.00am – 10.20am	10.20am – 10.40am	10.40am - 12.15pm	12.15pm – 12.55pm	12.55pm – 3.00pm

ENTRANCE FOR ALL CHILDREN

The main entrance doors for the children is from the playground. Please drop children off at the main school gate for 9.00am. A member of the support staff is in the every morning supporting children and ensuring they are safe in the playground. Parents are responsible for their children until 9.00am.

If you need to speak to a teacher, please arrange a meeting via the school office where we will happily accommodate your request.

ADMISSION TO SCHOOL

At Bishopmill Primary we understand that transition is a very important process for our pupils and in order to ensure smooth transitions at all times the following procedures are in place.

NEW PUPILS

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

TRANSITION INTO P1:-

Once enrolment is completed, around April. The Depute and/or P1 staff visit local nurseries to meet new entrants. Preschool staff have the opportunity to pass on relevant information. After this the parents of new entrants are invited into school for an evening meeting. At the meeting transition arrangements are outlined. Parents/carers have the chance to visit the P1 classrooms, meet the P1 teachers and to ask questions. School uniform can be viewed at this event and ordered online from a local supplier in Elgin.
<https://www.dallasdesignsltd.co.uk/shop/School-Uniforms-c164555930>

The pupils are then invited to join in with four sessions in their new classroom. The first two sessions are informal sessions in the P1 class accompanied by their parent/carer. The next two sessions are where the new entrants are introduced to their P7 buddy. This is the start of a supportive, individualised partnership. During these sessions parents will be offered an area where they can chat and begin to form partnerships and support networks.

During week one of new term in August, pupils will come in to school for part-time sessions. From the beginning of week two pupils attend together on a full-time basis.

During the second week in school there will be a second evening meeting for parents. The purpose of this meeting is to talk about the curriculum and how parents can support their child's learning.

BUDDY SYSTEM

At Bishopmill, we want our new entrants to feel secure and happy from their very first visit. During the induction process, the current P6 pupils act as their helpers. The following session when the children start school in P1 these same senior pupils, who are now in P7, become their official 'buddies'. Every P7 is invited to be responsible for one or two new entrants. The new entrant is given a 'Buddy Passport' with the name of the buddy and a photograph so that they can recognise her/him.

Buddies meet up with their charges at playtime and lunchtime each day for the first few weeks, organise activities for them and generally see that their introduction to school life is as happy and smooth as we can make it. There is a stock of play material that we have purchased especially for the interval activities which is managed by the buddies, who check on use and retrieval each interval.

We think that this is a very sound system offering support to our new entrants and a sense of belonging to the family of Bishopmill. In our Buddies it encourages a sense of responsibility, offers them scope to manage and guide others and teaches them many life skills which will stand them in good stead as parents of the future.

This session will be followed up with 'sharing the learning' sessions throughout the year. These are sessions where parents can come in to observe the teacher teaching a variety of curricular lessons. From this, parents and teachers can work together to support learning at school and at home.

Throughout the transition process positive communication is being developed. Please let us know if children have any additional support needs so that we can then best support your child at school.

TRANSITIONS INTO NEXT CLASS:

Towards the end of the summer term all pupils are timetabled to spend time with their new teacher and in their new classroom. During these sessions they will be shown where to line up for entry/exiting of school. They will be shown the toilets they will use and they will establish a set of classroom rules.

TRANSITION TO S1:

P6 and P7 make several visits to Elgin Academy visiting the library, various departments and astro turf which sets the scene for transition.

From January, Bishopmill Primary will be in contact with both guidance and Support for Learning staff at Elgin Academy. The DHT will lead and manage the transition. Information will be shared verbally and in written format to help the receiving school meet the needs of the pupils. Guidance staff and former pupils visit the school to talk to the children and answer any questions they may have. Visits to the Academy are organised and the P7 pupils have two full transition days there in June. Parents are invited to attend meetings at the Academy, one in January and one in June, where information will be given. Guidance and Support for Learning staff are available and parents should use these meetings as opportunities to pass on information about their child.

Our children are regular visitors to the Academy and we benefit from regularly accessing and using their grounds for outdoor learning.

ADDITIONAL TRANSITION SUPPORT:

Some children need enhanced transition for a variety of different reasons. These children are offered the chance to be part of a support group who undertake a variety of activities with our Home School Links Worker, community worker and Elgin Academy staff. Parents are kept informed and can discuss with their child the benefits of such support.

If there are significant additional support needs, meetings are set up at Bishopmill Primary so that there can be a formal transfer of information. Again, parents are kept fully informed and are invited to these meetings.

GDPR / PRIVACY STATEMENT / DATA PROTECTION

BISHOPMILL 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**

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 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, 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 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 **BISHOPMILL 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, we have a legal obligation to pass on information to their new school/education authority about their education at **BISHOPMILL PRIMARY SCHOOL**.

SHARING PERSONAL DATA TO SUPPORT WELLBEING

In addition to the above **BISHOPMILL 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, 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.

Data Protection

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

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

The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice. Further information can be found at http://www.moray.gov.uk/moray_standard/page_119859.html

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed 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**. *Background information materials can be found on the CfE section of Education Scotland website at: <https://education.gov.scot/scottish-education-system/policy-for-scottish-education/>*

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. Glow, Scotland's unique, online network, will support learners and teachers in this and there are plans already in place for parents across the country to have access to GLOW in due course.

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

<https://education.gov.scot/parentzone/>
<https://education.gov.scot/parentzone/my-child/Primary%20school>
<https://education.gov.scot/parentzone/learning-at-home/what-can-i-do-as-a-parent>

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

Curriculum Levels

These describe the progression in learning and development of children and young people from age 3-18 years. 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 Levels** - Secondary 1 - 3
- **Senior Phase** - Secondary 4 - 6

As a very general guide, children are expected to be at second level, and beginning to learn and develop at third level, as they make the transition from primary into secondary education. Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependent on individual circumstances and needs.

Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver interdisciplinary learning opportunities using interesting topics e.g. WWII, Victorians, Sustainability etc. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills.

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

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 attitude

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge in addition to developing skills and understanding. The following website page has more information on other subjects and knowledge covered by the curriculum

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

The 7 Principles

All learning must take account of these principles:

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

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

The 8 Curriculum Areas – 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

More about Literacy and Numeracy

Literacy

The skills required for communication are fundamental to the curriculum and to the needs of our society. The best teaching and learning results from the integration of the four elements of the language curriculum.

Listening - Children need to be taught to listen well, especially to the opinions of others, if they are to fit in socially. We help children to increase their concentration span.

Reading - The ability to read is one of the basic requirements of an education for life. There is a high emphasis placed on developing good reading and comprehension skills

Writing - The conventions of written language punctuation, spelling, and handwriting – are best taught from the children's own work so that the mistakes they make become the teaching points. It is also important for children to produce written work that is relevant, effective, functional and imaginative. This will come through theme work in the class and will be from first hand, imagined or created experiences.

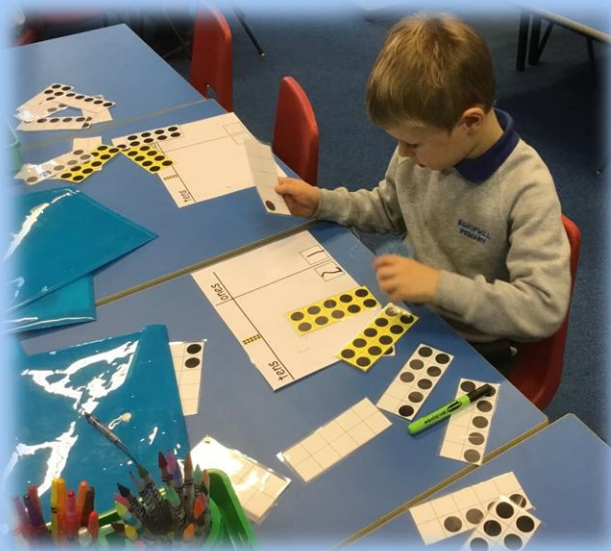
Talking – We aim to encourage good articulation skills so that children have the ability and confidence to express appropriately their ideas, opinions and answers in any situation or company.



Mastery Maths

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

Mathematics Mastery is the next step in our commitment to raise children's understanding, confidence and fluency in Maths, leading them, towards raised levels of success and achievement.



The Curriculum

The Mathematics Mastery curriculum has been developed to ensure every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This ensures pupils fully understand what they are learning.

Key features of our Maths Mastery curriculum:

- High expectations for every child
- Fewer topics, greater depth
- Number sense and place value come first
- Research -based curriculum
- Objects and pictures always before numbers and letters
- Problem solving is central
- Calculate with confidence—understand why it works

Mathematics Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening.



What's new about the Mathematics Mastery approach?

Actually, none of the individual aspects of the Mathematics Mastery programme is 'new'. They are tried and tested successful approaches that the best teachers, departments and schools have been using for years. However, what is special about Mathematics Mastery is that it brings these approaches and techniques together in a rigorous and systematic structure.



Tracking Pupil Progress

In Mathematics Mastery assessment is continuous. From the beginning of every lesson, teachers will be assessing what their pupils are, or are not understanding and use this to scaffold each segment of the lesson. Interventions will be both planned for and "live", meaning that misconceptions are dealt with immediately and high attaining pupils are challenged appropriately.

EXPRESSIVE ARTS

Art & Design Drama Music Dance

Through the expressive arts we allow children to explore, express and create aesthetically in ways that are satisfying to the individual.

We encourage children to achieve high standards by displaying work around the school and by holding public performances, which allow the children to demonstrate their skills, abilities and talents.

We have visiting specialist teachers who come to Bishopmill weekly. Children benefit from specialised teaching in Music and P.E.

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:

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

HEALTH AND 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.

Our framework for Health and Wellbeing is based on 'Getting it right for every child' and each month we focus on one of the Wellbeing Indicators e.g. Safe September, Healthy October, Achieving November. Learning through health and wellbeing enables children and young people to:

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

ASSEMBLIES

We have a fortnightly assembly for P1 -3 and P4-7 where we focus on Rights, the Wellbeing Indicators and the Global Goals. Once a month, we have an achievement assembly where we celebrate achievement in and out of school. Achievements are shared with parents on Seesaw. P1, P3, P5 and P7 will all perform an assembly to parents throughout the year. Primary 6 perform with the Scottish Opera to parents.

RELIGIOUS AND MORAL EDUCATION

Christianity and other world religions are taught so that pupils learn about:

Beliefs

Values and Issues

Practices and Traditions

Where parents exercise their legal rights to withdraw their children from RME observance, their wishes will be respected and the child will take part in different activities during this time. To make these arrangements, please forward a letter to the HT stating your reasons for this request.

VARIED LEARNING METHODS

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

Examples of how children will learn differently are

- **Using technologies** - Find, research, communicate, create and present
- **Active Learning** - Being actively engaged in the learning task, whether mentally or physically
- **Cooperative Learning** - Encouraging thinking & talking together to discuss ideas and solve problems. Learning from each other
- **Interdisciplinary Learning** - Using links between different areas of learning to develop, reinforce and deepen understanding
- **Outdoor Learning** - Making use of the outdoor environment and surrounding community

PUPIL EQUITY FUNDING (PEF) FROM THE SCOTTISH GOVERNMENT

Pupil Equity Funding is money that we receive to help provide the best possible opportunities for children's learning. In particular, it is there to help us support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge.

PERSONALISATION, CHOICE AND ACHIEVEMENT

Planning of learning contexts and methods may be personalised according to an individual's learning and development priorities. Thus, there may be different expectations of learning and achievement for different children.

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.

SKILLS

The CfE emphasises the development of **skills** for learning, life and work. These are wide ranging and include: Higher order thinking skills – thinking about complex issues, problem solving, analysing, evaluating and creating.

Important themes are Enterprise, Global Citizenship and Sustainable Development. Pupils can also become involved in the school's 'Pupil Council' or become elected as House Captains/Vice House Captains. In addition there are 21 Councils and Committees which every pupil is a member of leading change in school, across the community and globally.

ASSESSMENT

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action. To this end we continually assess the child's stage of development in reading, spelling, writing and maths in every class. Regular tracking of all childrens' progress takes place.

Scottish National Standardised Assessments (SNSA) testing will take place during the school year for P1, P4 + P7 pupils.

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

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

REPORTING

Reporting informs parents/carers of their child's progress. This can be in the form of written reports and parent appointments. Reports will be issued 4 times per year. The first report will be sent home before the end of October, the second by the end of December, the third by the end of March and the final report by the end of May. Learning and achievements are also reported more informally at 'open afternoons', assemblies or wall displays.

Teaching staff and school management may also get in touch with parents/carers to discuss any learning, personal or behaviour matter as issues arise. Reports are currently being changed in line with the expectations of the Curriculum for Excellence. Parent/Carers will be kept up to date on development

SUPPORT FOR LEARNING / ADDITIONAL NEEDS

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

A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have a learner profile and strategies and some will have an **IEP** (Individualised Educational Programme) devised for them. This will be devised by the class teacher and support for learning staff. The IEP will be shared with parents and the programme will be monitored and updated on a regular basis. Staff also work in partnership with other agencies. E.g. Speech and Language Therapy, Educational Psychology Department. Some children may have a Child's Plan in order to target support for them.

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

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

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

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

Named Person – Elaine Andrew – Head Teacher

EDUCATIONAL PSYCHOLOGY SERVICE

A child with learning difficulties or behaviour problems may be referred to the Educational Psychology Service, which exists to help both teachers and parents. No referral will be made to the educational psychologist without the prior consent of the parent.

If the Educational Psychologist is called to help, he/she will then be able to counsel and give advice to the school and to the home. Follow-up visits to school and home may be carried out, where necessary.

CHILD PROTECTION

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

If you have a concern for a child contact:

01343 554370 (during office hours),

03457 565 656 (Social Work - Emergency Out of Hours)

101 (Police Scotland)

Alternatively, you can email childrensaccesssteam@moray.gov.uk

Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

Physical abuse

Emotional Abuse

Sexual Abuse

Neglect

Domestic Abuse

Fabricated or induced illness

Non-engaging families including disguised compliance

Mental Health problems

Harmful & sexualised behaviour

Female gender mutilation – honour based

Violence and forced marriage

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

More information can be found on Moray Child Protection webpage at http://www.moray.gov.uk/moray_standard/page_55497.html

The Child Protection coordinator at Bishopmill is Mrs Elaine Andrew.



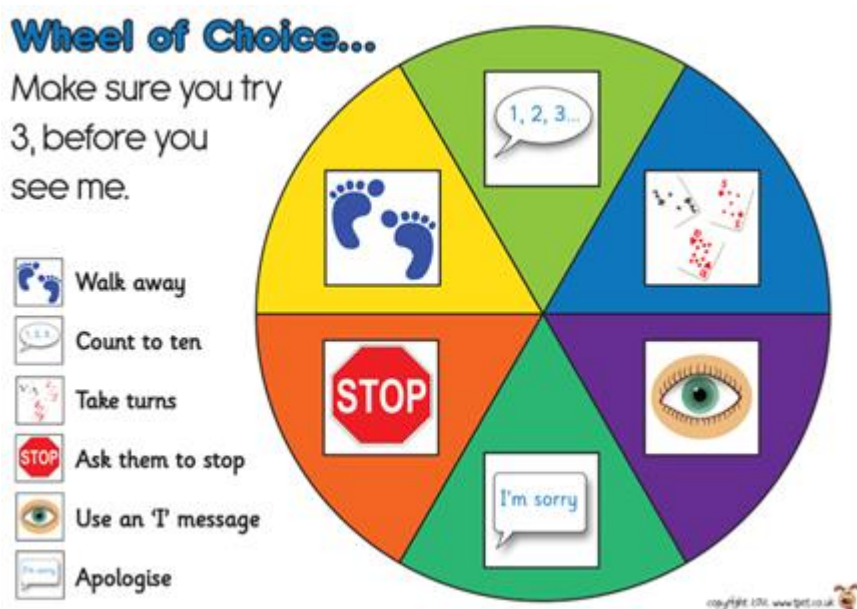
PROMOTING POSITIVE BEHAVIOUR

We are moving towards a more relational approach to promoting positive behavior. We use restorative approaches to help pupils understand the impact of their actions and how to put it right.

We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and accountability. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Each day is a 'New Beginning'.

As a strategy to support children in the playground we teach the following choices:



At playtimes our "Playground Patrol" uses restorative approaches to help with playground fall-outs. This approach focuses on four key questions:

1. What happened?
2. What were you thinking/feeling?
3. What needs to happen to put this right?
4. What are you going to do differently next time?

This approach allows pupils to see things from different perspectives and to find a way forward together.

Emotional Literacy:

We use 'Emotion Works' to help children learn emotional language, develop emotional understanding and manage feelings and emotional behaviours. This programme is used throughout our school, to ensure our children are happy, settled and confident and ready to learn. Emotion Works is embedded in our Health and Wellbeing programme.

The mental health & emotional wellbeing of children is widely recognised as a crucially important aspect of learning and attainment, particularly at the present time.

To complement our work on emotional Literacy we use the strategies and toolkits provided by Zones of Regulation.

Zones of Regulation			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

Rights respecting School Gold Award

We are proud to be a Gold 'Rights Respecting School'. This is an award given to schools by UNICEF, a leading organisation for children and their rights. It recognises the work that duty-bearers (normally teachers, staff and other adults) do to ensure that all children can access their rights as defined in the United Nations Convention on the Rights of the Child.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils.

The 'Rights Respecting School Award' (RRSA) helps our children grow into thoughtful, respectful and responsible young members of the school and wider community. By learning about their rights, our children also learn about the importance of respecting the rights of others.

The UNCRC (United Nations Convention on the Rights of the Child) runs throughout the life of Bishopmill Primary School and is referenced in all of our lessons and strategic planning. Article 42 states that, "Governments must actively work to make sure that children and adults know about the convention." To help the children learn about their rights, they are present across our school environment.

OUR SCHOOL GROUNDS



ILLNESS IN SCHOOL

In cases where we suspect illness, parents are contacted by telephone and arrangements made for the child to go home.

If your child has an accident at school, it may be necessary to take him/her to the doctor or hospital. In such a case, every effort will be made to contact you. Where both parents are at work, it is helpful for the school to know the employers' telephone numbers and the name of the family doctor. It is important that the school is kept informed of any change in emergency contact information and any change in medical conditions.

SHORT TERM MEDICAL NEEDS

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).

The administration of antibiotics in school is to be discouraged. Children requiring antibiotics should either remain at home where the illness is acute, or where attending school, dosage arrangements should be worked out so as to allow the antibiotic to be taken before and after school.

It is expected that medication be prescribed in dose frequencies which enable it to be taken outside school hours wherever possible. Parents should be encouraged to ask the prescribing doctor or dentist about this.

NON PRESCRIPTION MEDICATION

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



SCHOOL HOUSE SYSTEM

The school has a four-fold house, **Spynie, Pitgaveny, Morriston & Findrassie**. The system encourages team spirit and points are awarded throughout the year for all aspects of achievement. Elected House Captains assist in organising inter-house events.

ANTI-BULLYING STRATEGIES AT BISHOPMILL

Bullying is difficult to define, but at school, we require to be aware of the potential problem of bullying amongst children and the need for clear and practical steps to answer this. It is essential that we work closely with our parents to endeavor to create a bully-free environment for our children.

We do this by promoting the school's positive care and welfare policies within class, at assemblies, through drama and during circle time. We make pupils aware that we care about bullying issues and want to eradicate them. We acknowledge that those who cause harm and those harmed both require support and counselling. We work closely with parents and outside support agencies to deliver a meaningful and consistently positive approach to discipline and behavior as outlined in our Positive Relationships policy.

We assure parents and carers that all allegations will be taken seriously and dealt with promptly. We keep parents and carers informed of our findings and action taken. A record is kept of all issues.



SCHOOL LUNCHES

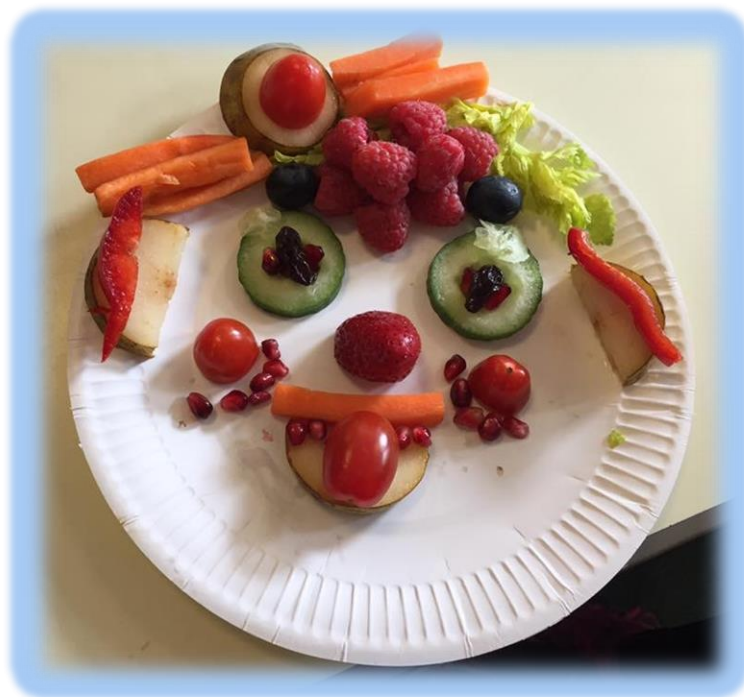
The Scottish Government has committed to giving all children in P1 to P5 the options of a free school meal. This scheme does not apply to a child in P6 or P7.

If you think your household income may mean your child is eligible for free school lunches, then refer to [Appendix A](#) to access information. See further information:-*

Meals are cooked on the school premises and, at the start of session, six weekly meals plans are available.

The menu is displayed at the dining room door and on the Moray Council and the school websites. There is now an online payment system for school meals, you will be issued a unique password to register on the **iPay** system. Please visit www.moray.gov.uk/schoolpayments for further information. The current cost of a school lunch is £2.50.

A team of auxiliaries are in attendance at lunchtime, supervising the dining hall for those having school lunches and packed lunches.



SCHOOL UNIFORM

All children are encouraged to wear school uniform as part of the dress code policy, and we will support them by working with parents and carers to establish and implement it.

The uniform is grey – trousers/shorts/skirt/pinafore, grey sweatshirt /cardigan /jumper and royal blue or white polo shirt. Fleeces are also available to order. We do **not** encourage pupils to wear make up to primary school.

Formal uniform is a white shirt/blouse. A tie is required during the year for photographs, concerts and assemblies.

What are the benefits of a school uniform?

- To foster a sense of belonging and pride in the school
- To promote equality among pupils
- To prevent alleged bullying behaviour arising from pupils wearing certain styles of clothing
- To create a positive image of the school and pupils in the community

School uniform orders should be made through [Dallas Designs](#). The school only holds sample sizes.

Please note that PE bags and painting overalls are available from the school office only. **Clothing grants are available for those on benefits. Refer to Appendix A.**

You are asked to ensure that all shoes and items of clothing, which may be lost or mislaid, are clearly marked with your child's name. The school accumulates a large collection of lost property over the year and children have great difficulty in recognising their own belongings, especially when they look alike.

PE KIT

To ensure children are able to access their full allocation of two hours per week PE, we ask children to come to school in their indoor or outdoor PE kit depending on the time of the year. This means we reduce the amount of time taken by changing and getting organised.

- Outdoor kit consists of black joggers and house colour T-shirts and a change of trainers.
- Children wear black shorts, house colour T-shirts and gym shoes for indoor PE.

Jewellery should not be worn to school. Pupils who wear sleeper hoop earrings will be asked to remove these during PE or have them covered with sterile tape.



MONEY, BICYCLES AND LOST PROPERTY IN SCHOOL

Children are not encouraged to bring money or articles of value to school except when necessary. A cycling proficiency scheme will be run for P6 pupils. Pupils bringing bicycles to school do so at their own risk.

Any queries regarding lost property should be directed to the school office. All items of lost property are put on display and, if still unclaimed at the end of the session, will be disposed of. Lost property is collected at the **infant entrance**.

MOBILE PHONES

Moray Council has implemented a new mobile phone policy for its schools, effective August 2025, which includes a complete ban on mobile phones in primary schools, except for medical needs, to reduce distractions and improve focus.

CAR PARK AREA

There are two car parks - one at the rear of the school accessed from Duff Place and one at the front of the school accessed from Morriston Road. These car parks are staff and visitor car parks. We encourage parents to park and stride away from the school to reduce traffic and make it safer for all children to walk to school.

SEVERE WEATHER CONDITIONS

In the event of a severe storm, you are asked to come to school and take your child home. If a decision is taken to close the school, every effort will be made to contact you. The information will be posted on Moray Council website or via text message / Expressions / or through Moray Firth Radio; this cannot be guaranteed, however. If conditions are not unduly severe, school will remain open so that local children may continue to attend. Children who live out of zone may have to be returned home early. Again, every effort will be made to contact parents and your child will only be allowed to leave in the care of the bus driver or other responsible adult.

Note that the Head Teacher has total discretion to close the school when she anticipates storm conditions which would put children at risk.

FIRE DRILL

Staff and pupils are conversant with fire drill procedures. Practices are carried out at regular intervals.

ABSENCE

If your child is not able to attend school, you should contact the school office, **01343 547841** or by emailing direct to admin.bishopmillp@moray-edunet.gov.uk, Groupcall/xpressions / parent portal / message line **0870 054 9999** pin **031120** and advise us of the reason for the absence and the likely date of return to school. You may of course send another member of the family to school with a note giving details of the absence. You should do this at your earliest convenience and where possible before the start of the school day for pupils.

We will check the attendance register daily at the beginning of the morning and afternoon sessions.

If your child is found to be absent and we have not been advised by you of their absence, then we will contact you by telephone/text to alert you to this. We will use the contact information provided by you. If there are arrangements for your child (ren) to stay with an ex-spouse or partner, please keep the school updated with the access arrangements. We will make this a priority and will complete these checks as soon as possible, taking into consideration the availability of administration support in the school. If we cannot immediately make contact with you or a partner, then we will contact the person you have named as your family emergency contact.

Failure to make contact with you or any of your emergency contacts will result in us alerting Police Scotland.

Should you have concerns about the well-being for your child, for any reason, prior to them leaving for school in the morning, please contact the school personally or by telephone to alert a member of staff.

RELEASE OF PUPILS AT OTHER THAN SCHEDULED TIMES

An occasion, such as heating failure, may arise when it is necessary to send children home without warning. Please ensure that your child knows of a relative or neighbour who will look after him/her if you are not at home. You will be asked to provide the name of an emergency contact annually.

In cases where you may wish your child to be released from school at other than the normal closing time, please send a note or call the school with appropriate information. Your child may then be collected at reception.

Children will **NOT** be released to attend an appointment without adult supervision.

FROM A LITTLE ACORN GROWS A MIGHTY OAK

ACHIEVEMENT COOPERATION OUTSTANDING BEHAVIOUR RESPECT NEW BEGINNINGS

APPENDIX A Revised

Moray Council, Education, Housing & Communities

Council Office, High Street, Elgin IV30 1BX

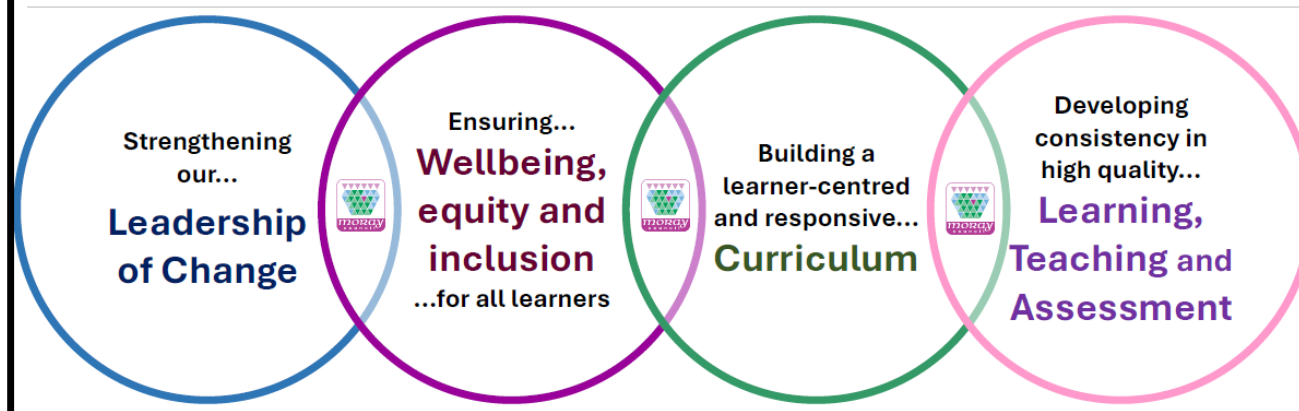
Telephone: 01343 563374 Email: education@moray.gov.ukWebsite: www.moray.gov.uk Hours: 8.45am - 5.00pm Monday to Friday

INFORMATION PAGES	TELEPHONE	EMAIL	WEB PAGE ADDRESS
Active Schools		Active.schools@moray.gov.uk	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	01343 563374	education@moray.gov.uk	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	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	School email or education@moray.gov.uk	http://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	01343 563374	childcare.info@moray.gov.uk	www.scottishfamilies.gov.uk
Armed Forces Families Information	01980 618244	enquiries@ceas.uk.com (Children's Education Advisory Service)	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	01343 563374	education@moray.gov.uk	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	01343 563374	education@moray.gov.uk	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	01343 563374	childcare.info@moray.gov.uk	www.scottishfamilies.gov.uk/
Children and Families Social Work	01343 554370 or out of hours emergency 03457 565656	childrensaccessteam@moray.gov.uk	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland) In an emergency call 999	childrensaccessteam@moray.gov.uk	www.moray.gov.uk/moray_standard/page_55497.html

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

Moray Education

Strategic Priorities | 2025-2028



School Improvement Plan

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

MORAY COUNCIL: *Education* | SCHOOL IMPROVEMENT PLAN

Priority 1

Summary of Priority: Priority 1

Learning and Teaching-To raise attainment in Numeracy and Literacy and improve pedagogy

Key links to Moray Education Priority Area(s):	☒	Leadership of Change	☒	Curriculum	☐	Self-evaluation for self-improvement
	☐	Wellbeing, equity and inclusion	☒	Learning, teaching and assessment		

NIF Priorities:		Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:		
☐	Placing human rights and needs of every child and young person at the centre	☐	Tackling poverty and inequality	☐	Tackling child poverty	☒ 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
☐	Improvement in children and young people's health and wellbeing	☐	Build a stronger greener vibrant economy	☐	Improving the mental and emotional wellbeing of children and young people and their families			
☐	Closing the attainment gap between the most and least disadvantaged children	☐	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe			
☐	Improvement in skills and sustained, positive school leaver destinations for all young people			☐	Strengthening family support			
☒	Improvements in achievement, particularly in Literacy and Numeracy			☐	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Staff to analysis a wider range of data to support staff to evaluate more accurately the progress children are making over time.	Learners will make very good progress from their prior levels of attainment	August	HT Mrs Elaine Andrew	- Identified cohorts are making very good progress as they track over time - ACEL data shows improvement trend - Professional dialogue
Develop a whole school approach to the teaching and assessment of Listening and Talking.	Learners learning will be supported through high quality planned lessons based on an agreed approach in Listening and Talking. Learners will experience a consistent approach to listening and talking and make more secure progress across the curriculum.	August-May	DHT Mrs Irma Westwood CT working group	- Working group to provide a framework for progression for Listening and Talking - Tracking data in literacy showing improvement over time - Moderation to ensure consistent standards - Observation feedback-Individual/whole school - Agreed approaches to tackle bureaucracy

Develop a whole school approach to the teaching of grammar.	Learners learning will be supported through high quality planned lessons based on an agreed approach in grammar. Learners will experience a consistent approach to grammar and make more secure progress in writing across the curriculum	November	DHT Mrs Irma Westwood	• Jotter monitoring • Moderation to ensure consistent standards
Continue to use Power Up Your Pedagogy to provide a stimulus for Enquiry based learning in the classroom	Learners will benefit from improved learning and teaching strategies	May	CT	• Enquiry findings leading to improved practice • Observation during monitoring visits • Research shared between staff to improve pedagogy
Plan high quality assessments to allow children to demonstrate and apply skills in literacy and numeracy across the curriculum	Learners will be able to demonstrate their skills in numeracy and literacy in new contexts	March	Mr Kevin Stuart	• Assessments evidence pupil progress each term demonstrating application of new skills and knowledge • Assessments include a range of E's and O's from different curricular areas allowing learners to demonstrate application of learning • Assessments provide more robust evidence towards achievement of a level.
To collaboratively design and evaluate strategies that embed metacognition—through SOLO Taxonomy and the Learning Pit—into teaching and learning, to support learner progress and resilience across the school.	Learners will be able to describe and articulate where they are within The learning Pit Learners will have greater independence Learners will be more resilient and motivated engaging in more complex tasks	August-May	HT Mrs Elaine Andrew CT working Group	• Learners voice, children able to articulate where they are in The Learning Pit • Staff feedback • Whole school adoption and next steps • Improvement in self-evaluation Northern Alliance Toolkit

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Whole school approaches to planning and resourcing literacy and numeracy, creating high quality assessments leading to reducing workload associated with researching own solutions.

MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Priority 2

Summary of Priority: HWB- To ensure inclusion and the best possible outcome for all our learners.

Key links to Moray Education Priority Area(s):	☐	Leadership of Change	☐	Curriculum	☐	Self-evaluation for self-improvement
	☒	Wellbeing, equity and inclusion	☒	Learning, teaching and assessment		

NIF Priorities:		Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:		
☒	Placing human rights and needs of every child and young person at the centre	☒	Tackling poverty and inequality	☐	Tackling child poverty	☐ 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
☐	Improvement in children and young people's health and wellbeing	☐	Build a stronger greener vibrant economy	☐	Improving the mental and emotional wellbeing of children and young people and their families			
☒	Closing the attainment gap between the most and least disadvantaged children	☐	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe			
☐	Improvement in skills and sustained, positive school leaver destinations for all young people			☐	Strengthening family support			
☒	Improvements in achievement, particularly in Literacy and Numeracy			☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
				•
Supporting neurodivergent pupils in our school through increased knowledge and toolkits to provide a thoughtful, individualized approach that fosters inclusion, reduces anxiety, and encourages learning.	Learners will have activities that match their learning needs Learners will be supported and make good progress Learners SFL plans will influence planning in the classroom Learners will experience consistency of approach	August -May	HT Mrs Elaine Andrew CT Working Group	- Tracking data shows all children making very good progress from prior levels - Learners complete 80% of Support for Learning targets in each block of learning - Learners with neurodiversity will feel supported and will make good progress from their starting point. - Observations /class monitoring - Learners able to discuss their learning in terms of the progress they are making
Further develop and agree approaches to providing high quality feedback.	Learners will have clear guidance on how to further improve Learners will be given time to act on feedback so we can check they	January	DHT Kevin Stewart	- Whole school approach - Class Observations - Jotter monitoring

	understand			Pupil focus groups
Introduce Stage Consultations with SFL staff to monitor and assess learner progress towards targets and ensure very good progress from prior levels.	Learners will own their targets Learners will be able to discuss their progress in terms of their SFL targets. Learners will make good progress towards achieving their targets	Termly	SFL	- Tracking data shows all children making very good progress from prior levels - Learners complete 80% of Support for Learning targets in each block of learning - Observations / monitoring
Launch our Relational Policy through our parental coffee mornings.	Parents will have an opportunity to engage with our Relational Policy and provide feedback Parents will read and work on each chapter of the Paul Dix Book "When the Parents Change Everything Changes"	Monthly	Beryl Bokor	- Feedback from parents - Bishopmill Wellbeing and Motivation Questionnaire analysis shows improved scores over the year
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:				

MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Priority 3										
Summary of Priority: Curriculum- To ensure we place learners needs at the centre of curriculum design and development and our curriculum is shaped by our values and local community.										
Key links to Moray Education Priority Area(s):		☐	Leadership of Change	☒	Curriculum	☐	Self-evaluation for self-improvement			
		☐	Wellbeing, equity and inclusion	☐	Learning, teaching and assessment					
NIF Priorities:			Corporate Plan:		Children’s Services Plan:			HGIOS?4 QIs:		
☐	Placing human rights and needs of every child and young person at the centre		☐	Tackling poverty and inequality	☐	Tackling child poverty		☐ 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
☒	Improvement in children and young people’s health and wellbeing		☐	Build a stronger greener vibrant economy	☐	Improving the mental and emotional wellbeing of children and young people and their families				
☐	Closing the attainment gap between the most and least disadvantaged children		☐	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe				
☒	Improvement in skills and sustained, positive school leaver destinations for all young people				☐	Strengthening family support				

☐	Improvements in achievement, particularly in Literacy and Numeracy			☐	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			
Actions		Outcomes for learners		Timescales	Responsible	Measures of success		
Complete our curriculum rationale to reflect our local context, the 4 contexts for learning and the 7 CFE design principles.		Curriculum design will provide our learners with a relevant content rich curriculum focusing on developing knowledge and skills.		September	HT Mrs Elaine Andrew	- Curriculum rationale reflecting our school context - Relevant experiences linking curriculum to our rationale - Share rationale with whole school community		
Implement our STEAM framework		Learners will have a coherent progressive experience through STEAM Learners will develop critical thinking skills through a problem solving activities Learners will develop the meta skills of innovation		August	DHT Mr Kevin Stuart	Moderate to ensure a range of relevant topics and progression of knowledge and skills across stages		
Embed Skills Development Scotland Meta Skills Progression framework to make skills visible and create opportunities for learners to understand and explore their Meta Skills development.		Learners will know what meta skills look like, sound like and feel like Learners will have a common skills language Learners will develop these skills progressively from early to third level		August-May	DHT Mrs Beryl Bokor CT working group	- Consistent approaches to make Meta Skills visible to learners and to allow them to recognise, understand and explore their skills development. - Learners complete Meta Skills self-evaluation wheel - Learners complete Meta-skills Self-reflection Workbook		
Use STEAM as a theme to build high quality play pedagogy approaches to ensure learners access creative, play experiences across all stages from P1-P7.		Learners will have opportunities and spaces for play indoors and outdoors. Learners will use the local neighbourhood Learners will have improved physical, emotional and social skills through access to play .		August to May	HT Mrs Elaine Andrew CT working group	- Outdoor play opportunities identified across P1-7 - Increased use of the local environment including the playground to deliver play - Opportunities identified for play in the upper school		
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: Agreeing what our curriculum will look like and developing 3 year rolling programmes will reduce the number of E's and O's to be covered each year and will allow more depth								

MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Working groups				
Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
WG 1- Supporting neurodivergent pupils in our school to provide a thoughtful, individualized approach that fosters inclusion, reduces anxiety, and encourages learning.	Increased staff knowledge and confidence in identifying, understanding, and supporting pupils with autism and ADHD. A practical, accessible Autism & ADHD Toolkit co-developed and distributed to all teaching and support staff, with resources for everyday classroom use. Consistent use of inclusive strategies across the school, embedded into teaching, behaviour management, and planning practices. Improved pupil experience and engagement, with neurodiverse pupils feeling understood, supported, and included.	August -May	Jenny Stewart John Dickson Yvette Taylor Claire McNab	Pre- and post-training surveys show increased understanding of autism and ADHD. Staff report greater confidence in supporting neurodiverse pupils. Toolkit is widely used and well-received by staff. Observations show regular use of inclusive strategies in classrooms. Staff reflect and adapt teaching approaches accordingly.

WG 2- To collaboratively design, implement, and evaluate strategies that integrate SOLO Taxonomy and The Learning Pit into teaching and learning across the school, with the aim of enhancing learner progress, metacognition, and resilience.	Improved metacognitive awareness: Learners can describe their learning process using SOLO levels and articulate where they are within The Learning Pit. Greater independence: Learners can select strategies and tools to move their learning forward. Increased resilience and motivation: Learners see challenge as part of learning and are more willing to engage in complex tasks. Enhanced progress tracking: Learners can reflect on and evidence their own progression through learning stages. Consistent learner experience: Learners encounter a shared framework for thinking and learning across subjects.	Moira Grimson Sheona Carr Phill O’Neil Chloe Purkis		• Students can describe their learning using SOLO levels and The Learning Pit. • Teachers observe students reflecting more deeply on their learning process. • Increased student engagement with challenging tasks. • Learners show persistence and a positive attitude toward struggle. • Common language and approach used across all stages.
WG 3- Create a framework for Listening and Talking that builds on students' skills progressively. Ensure that all teachers are equipped to deliver high-quality listening and talking experiences, which will lay the foundation for confident and competent writers across all levels. The integration of Highland Literacy and Talk for Writing will provide a structured yet flexible framework that can be adapted to	Oral Language Development: Build a strong foundation for speaking and listening. Collaborative Skills: Encourage effective listening and speaking in groups. Confidence: Help children	Victoria Kendrick Kirsty Slater Hazel McLeod Gill Green		• Skills develop year-on-year using the Moray Literacy progression. • Students show clear progression in vocabulary and verbal expression. • Students actively listen and speak respectfully in group settings.

different year groups and teaching styles.	develop the confidence to communicate clearly and purposefully. Assessment: Continuous assessment, both formative and summative, to track progress.			• Peer/self-assessments and observations show stronger teamwork and discussion skills. • Speaking activities like debates and role-plays are regularly used. • Tracking highlights progress in Listening and Talking
WG 4- To build on the play experiences already being delivered and to develop further a creative and inclusive STEAM-based play pedagogy across P1–P7, making full use of indoor and outdoor spaces , the school grounds , and the local environment of Elgin and Moray . Learners will be supported to develop holistically through hands-on, imaginative and contextualised play opportunities that are relevant to their community and world.	Physical: More time spent in varied outdoor environments, improving movement and coordination. Emotional: Increased confidence, self-esteem, and resilience through creative play. Social: Peer collaboration, negotiation, and leadership in shared STEAM projects.	Jo Kirkman Elizabeth Bremner Emily Morris Pauline Carter		• Increased outdoor learning time • Greater pupil confidence, resilience, and engagement in creative play. • Enhanced collaboration, negotiation, and leadership in STEAM project • Documented skill progression from P1 to P7. • High engagement and appropriately challenging play experiences at all levels. • Play projects connected to Elgin and Moray’s community and environment. • Strong partnerships with local experts and groups.

WG 5- To explore, plan, and implement an approach to embedding the Skills Development Scotland (SDS) <i>Meta-Skills</i> framework across the primary curriculum, ensuring pupils develop essential, future-focused capabilities in an age-appropriate, engaging, and meaningful way.	Pupils can talk about their meta-skills using developmentally appropriate language. Pupils regularly reflect on and track their progress in meta-skills through learning conversations, self-assessment, or portfolios. Meta-skills become embedded in whole-school language, priorities, and reporting.	Hayley Spencer Chloe Watson Jacqui Anderson		• All staff understand the 12 meta-skills and their groupings. • Teachers feel confident planning, teaching, and assessing meta-skills • Meta-skills are clearly included in planning across stages. • Lessons and classroom activities intentionally develop these skills. • Pupils can describe and give examples of meta-skills in their learning. • They recognise how meta-skills relate to real life and future goals. • A shared language around meta-skills is used school-wide.



School Context and Overview

At Bishopmill Primary School our curriculum provides coherence from Primary 1 through to transfer to secondary education. Every child will have active, well planned learning experiences based upon sound pedagogical research. We aim to provide a broad, balanced experience that meets the needs of our children and which develops their skills for learning, life, and work. Children are at the heart of our school. Our aspiration is that they become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. Our school vision is encapsulated in the statement 'From a little acorn grows a mighty oak.' This is underpinned by our shared ACORN values of

- Achievement
- Cooperation
- Outstanding behaviour
- Respect
- New beginnings

These values shape our school and drive our curriculum. These values are actively discussed and used to create a safe, secure and purposeful learning environment.

Our Expectations

At Bishopmill Primary School, we expect and encourage good behaviour and self-regulation from all children in order to achieve an ethos which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods to build and maintain positive relationships. We achieve this through visible consistency which is reinforced through our expectations: **Safe, Respectful, Ready**. These are referred to and used regularly by all adults working in school. Our aim is to provide a calm, quiet atmosphere in the school and to encourage children to move around in a safe manner. We line up in **Legendary Lines** and do **Wonderful Walking** around school. When moving from one task to another we have **Tremendous Transitions**.



Bishopmill Primary School

Standards and Quality Report: Review of Session 2024-25

Priority 1

Priority 1

Learning and Teaching-To raise attainment in Numeracy and Literacy and improve pedagogy

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

- ☒ Learning, Teaching and Assessment
- ☐ Empowering leadership at all Levels

- ☒ Curriculum
- ☒ Closing the poverty related attainment gap

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

We're pleased to share that more pupils are achieving expected levels in both Literacy and Numeracy across Early, First, and Second Levels. Our results for 2024/25 show an increase in attainment, and we are performing well above both the national average and the average for Moray. Most children are achieving the expected levels for their stage, and the majority are going beyond that.

Our standardised assessments (SNSA) over the past three years also show steady improvement in reading, writing, and numeracy at key stages—Primary 1, 4, and 7.

To make sure we are consistent in how we assess writing, teachers have been working together both within our school and with colleagues in our wider Associated Schools Group (ASG) to moderate pupils' writing. This means we're making sure pupils are being assessed fairly and consistently, no matter which class or school they're in.

We've continued to use a whole-school approach to how we teach and assess writing. This includes well-planned, high-quality lessons based on an agreed method across all classes. As a result, children are making excellent progress. The "Talk for Writing" approach has made writing more fun and accessible for our learners, and we'll be introducing new strategies next year to build on this success.



Bishopmill Primary School

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Our approach to reading and comprehension is also firmly in place from Primary 1 through to Primary 7. All pupils take part in structured lessons using a shared method. We've introduced a new resource called SRA, which helps children practise their comprehension skills independently at their own level.

All our teachers are also taking part in professional learning based on *Power Up Your Pedagogy*, a research-informed book that supports high-quality teaching. This has helped teachers reflect on and improve their classroom practice to ensure the best outcomes for our learners.

Next Steps

- Engage in moderation within school and across the ASG on planning, teaching and assessment of Literacy and Numeracy
- Involve staff in analysing a wider range of data to evaluate the progress children are making
- A whole school approach to the teaching and assessment of Listening and Talking
- A whole school approach to the teaching of grammar
- All staff to continue to engage in Practitioner Enquiry based on the book Power Up your Pedagogy.
- Plan high quality assessments to allow children to demonstrate and apply skills in literacy and numeracy across the curriculum

Priority 2

HWB- To ensure inclusion and the best possible outcome for all our learners

Key links to Moray Education Priority Area(s):

- ☐ Learning, Teaching and Assessment
☒ Empowering leadership at all Levels

- ☒ Curriculum
☐ Closing the poverty related attainment gap

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/carers involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement	☒ <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



Bishopmill Primary School

Standards and Quality Report: Review of Session 2024-25

	☒ Performance Information				
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Progress and Impact

At Bishopmill Primary School, our Relationship Policy has grown from introducing key ideas about positive relationships to being a central part of everything we do. This policy helps create a consistent, caring, and respectful atmosphere across the whole school. Our shared expectations, “**Be safe, Be respectful, Be ready,**” is used everywhere—from classrooms to shared spaces—to support a calm and positive learning environment.

Teachers regularly have conversations with pupils to help them understand their actions, take responsibility, and build strong relationships with others. Our pupils are becoming more aware of what’s expected of them and are learning to reflect on their behaviour and choices. Staff feel confident using this approach because it’s clear, consistent, and developed together as a team.

We’ve also looked at how we give feedback to support learning. A recent review showed that teachers use lots of different methods, including talking directly to pupils, using visual tools, and a colour-coding system where **pink highlights areas to grow** and **green shows where improvement has been made**. In literacy for P4–P7, colour underlining helps pupils see how their work matches learning goals. Pupils also regularly give and receive feedback from themselves, their classmates, and their teachers, helping everyone learn and improve.

Our Community Connections room has had a full programme of parental engagement activities and inputs through our Military Coffee mornings and HWB Coffee mornings held each month. These sessions are allowing school and parents to collaborate, This leads to improvements for both our military families and sharing supports available for all aspects of health and wellbeing for families.

We have used PEF funding to employ Mrs Green and Mrs Marnoch to provide daily numeracy supports, spelling and reading interventions for children who need extra support to stay on track. These interventions continue to raise attainment in literacy and numeracy.

Next Steps



Bishopmill Primary School

Standards and Quality Report: Review of Session 2024-25

- Establish a **whole-school feedback policy** to ensure consistency.
- Provide opportunities for **staff moderation and sharing of good practice**.
- To monitor and assess learner progress towards targets and ensure very good progress from prior levels teachers will have Stage Consultations with SFL staff.
- To introduce our Relationship Policy to the wider community, we will host a book study in the Community Connections Room using Paul Dix's book, *When the Parents Change Everything Changes*.
- Improve differentiation and pace to ensure all children are making very good progress from their prior levels

Priority 3

To ensure we place learners needs at the centre of curriculum design and development and our curriculum is shaped by our values and local community

Key links to Moray Education Priority Area(s):

- ☐ Learning, Teaching and Assessment
☒ Empowering leadership at all Levels

- ☒ Curriculum
☐ Closing the poverty related attainment gap

NIF Priorities:

- ☒ 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

NIF Drivers:

- ☒ School and ELC Leadership
☐ Teacher and practitioner professionalism
☒ Parent/carer involvement and engagement
☐ Curriculum and assessment
☐ School and ELC Improvement
☐ Performance Information

Children's Services Plan:

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

HGIOS?4 QIs:

- | | | |
|---|---|------------------------------|
| ☐ 1.1 | ☒ 2.1 | |
| ☐ 1.2 | ☒ 2.2 | ☐ 3.1 |
| ☒ 1.3 | ☒ 2.3 | ☐ 3.2 |
| ☐ 1.4 | ☐ 2.4 | ☐ 3.3 |
| ☐ 1.5 | ☐ 2.5 | |
| | ☐ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

We've now completed our three-year journey developing our school's approach to *Learning for Sustainability*. This is all about helping children understand the world around them and giving them the values, knowledge, and skills they need to make a positive difference—both in their communities and globally. It encourages children to think about who they are, the kind of people they want to be, and the kind of world they want to help create.



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This year, our focus was on exploring *Values and Attributes* as well as *Global Citizenship*. The children took part in a number of exciting cross-curricular projects, including topics such as Fast Fashion, Foodbanks, Mission Christmas, Sustainable Cities, and Peace and Conflict. These projects gave pupils the opportunity to discuss real-world issues, such as discrimination, prejudice, and the importance of peace.

Alongside this, they also learned about key sustainability topics like fair trade, ethical decision-making, children's rights, human rights, and the connections between the environment and the economy. Through this work, our pupils have developed a deeper understanding of how they can contribute to a fairer, more sustainable world.

This year, we reviewed how we teach Science, Technology, Engineering, Expressive Arts, and Maths (known together as STEAM). As part of this, we've identified ways to further develop our approach to STEAM learning. STEAM helps children build important life skills like creativity, problem-solving, and working well with others. Through practical, hands-on projects, pupils are encouraged to think critically, explore new ideas, and build confidence by learning from challenges. By connecting different subjects in meaningful and engaging ways, STEAM not only makes learning more enjoyable but also helps prepare our children for the future in an ever-changing world.

We have introduced a new Meta Skills Progression framework to our staff. This helps teachers understand these important skills and find ways to help children recognise and develop them throughout their learning.

The three main meta skills we focus on are:

- **Self-management** — such as staying focused, being resilient, and taking initiative.
- **Social intelligence** — like communicating clearly, working well with others, and showing kindness and understanding.
- **Innovation** — including being curious, creative, and thinking critically.

These skills support children not only in their learning across all subjects but also prepare them for future jobs and life beyond school by building confidence and independence.



Bishopmill Primary School

Standards and Quality Report: Review of Session 2024-25

Next Steps

- Develop a framework for STEAM (Science, Technology, Engineering, Art and Mathematics)
- Embed Meta Skills throughout our curriculum to make skills visible and create opportunities for learners to understand and explore their Meta Skills development.

It is hoped that you have found the information in this booklet to be of value.

We would be pleased if you have concluded that the school is well-organised and has a caring staff - that is how we like to think of ourselves.

Remember, if any point has not been made totally clear, or if you wish to talk to the Head Teacher, please do not hesitate to contact us.



More information can be found on our website at
<https://sites.google.com/my.glow.scot/bishopmillprimaryschool?usp=sharing>

Or twitter
<https://x.com/Bishopmillps>



FROM A LITTLE ACORN GROWS A MIGHTY OAK

ACHIEVEMENT COOPERATION OUTSTANDING BEHAVIOUR RESPECT NEW BEGINNINGS