



Hythehill Primary School



December 2025

Welcome to Hythehill Primary School



Growth, Respectful, Experiences, Achieving, Teamwork

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Hythehill Primary School & Nursery

St Margaret's Crescent

Lossiemouth

IV31 6RF

Tel No. 01343 812014

admin.hythehillp@moray-edunet.gov.uk

Dear Parents & Carers,

Welcome to Hythehill Primary School.

We aim to provide an engaging, purposeful and challenging curriculum which fosters equity to encourage every child to develop their potential, embrace their strengths and achieve their goals. We encourage high self-esteem, aspiration, expectation and respect in all our pupils. We help them develop the skills they need for learning, life and work. We recognise that all are different, but each is special and through providing varied learning experiences we enable our children to demonstrate their achievements through our core values of:

Kindness, Determination and Belonging

We are committed to ensuring that children's needs are met and parents can be assured that children will settle quickly and comfortably into the school environment. We believe that a child's experiences in primary school are very important as they lay the foundation for future success in life.

This handbook has been designed to provide you with the information you will need while your children attend Hythehill Primary. We look forward to working in partnership with you in ensuring your children have the very best opportunities possible.

Yours sincerely

Miss Elaine Milne
Interim Head Teacher



INTRODUCTION

Interim Head Teacher:	Miss Elaine Milne	Overall Responsibility
Acting Depute Head Teacher:	Mrs Emma Dobbs	Primaries 1-4
Acting Depute Head Teacher:	Mr Gary Pullen	Primaries 4/5-7
Principal Teacher ASN	Mrs Alison Sayers	ASN Mon, Tues, Wed
	Mr John Douglas	ASN Thurs, Fri
School Administrator	Ms Karen Innes	Monday-Friday
Clerical	Mrs Shirley Flett	Monday-Thursday

School Telephone Number: 01343 812014

E-mail: admin.hythehillp@moray-edunet.gov.uk

School Address

Hythehill Primary School
St Margaret's Crescent
Lossie
Moray
IV31 6RF

Website: A new website is currently being created.
Moray Council Website: www.moray.gov.uk

OPENING TIMES

Start 8.55am Finish 3.00pm

Morning interval 10.40-11.00am

Lunchtime 12.15-1.00pm

Office hours are 8.30am -3.30pm. Phone calls made to school outside these hours may take longer to be answered. Alternatively if it is a non-urgent message parents are encouraged to use the information line.

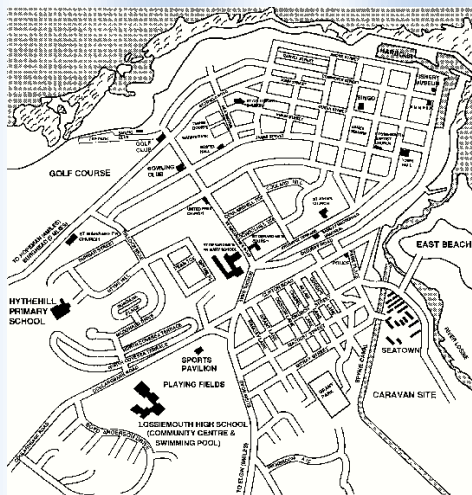
WELCOME TO HYTHEHILL PRIMARY SCHOOL

INTRODUCTION

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

HISTORY

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



OUR SCHOOL

Hythehill Primary School and Nursery provides an educational service to children from P1 to Primary 7 (ages 4 years – 12 years). We are a non-denominational primary school with a current roll of 290 primary children. We also have an Enhanced Provision Base with an Autism Accreditation certificate.

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

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

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

The Rainbow Room – Enhanced Provision



At Hythehill, the Rainbow Room is our Enhanced Provision for pupils with significant additional support needs. The Rainbow Room provides additional support through the provision of individualised workspaces and specific resources for those children. These children require individualised programmes of learning and for all or part of the day additional adult support. The majority of children accessing the Base and its resources are also active members of mainstream classes.

The Base is under the guidance of Mrs Alison Sayers, PT ASN and Mr John Douglas Acting PT ASN. Pupils are taught in

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

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

We are all very proud of our school and of our achievements too. We work hard as a learning community and have fun along the way. There is a positive ethos in our school and good relationships between all who work and learn here.

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

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

Getting it right for Every Child - GIRFEC



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

As part of the national **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 Support Service in school to help them get the support they need. At Hythehill, the Interim Head Teacher Miss Elaine Milne is usually this point of contact; however, it may be necessary for the Depute Head Teachers, to assume this role for individual pupils. As an Enhanced Provision school Mrs Sayers, PT ASfL, is the contact for identified pupils. On transition to Secondary School, Principal Guidance Teachers usually becomes the point of contact for pupils and their families.

The **GIRFEC** approach aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed, the GIRFEC approach aims to make that support easy to access with the child or young person at

the centre. It looks at a child or young person's overall wellbeing to establish how *Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included* (wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

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

If you have concern for a child, call duty Social Work on 01343 554370 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

Abuse is far reaching and there are many different types. The four main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

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

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

SECURITY

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

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

VISION VALUES & AIMS

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

Vision: Our School Vision is High Hopes, Health and Happiness at Hythehill.

This builds on the very mixed context with a focus on the difference we all pupils can make regardless of background and experiences. Fostering aspiration is a key thread.

HIGH HOPES means:

We aim to provide an engaging, purposeful and challenging curriculum which fosters equity to encourage every child to develop their potential, embrace their strengths and achieve their goals. We encourage high self-esteem, aspiration, expectation and respect in all our pupils. We help them develop the skills they need for learning, life and work. We recognise that all are different, but each is special.

HEALTH means:

Healthy Me, Healthy Community, Healthy Planet. We aim to provide opportunities for pupils to maintain

their physical wellbeing and teach them how to live a fit and healthy lifestyle. We wish to foster an awareness of the part pupils can play in a healthy community and wider society through upholding the human rights and dignity of all people and cultures. We wish to foster an aspiration for a healthier planet through sustainable education and emphasis on the part we all play in bringing about positive change

HAPPINESS means:

By ensuring the learning is equitable we will enable all the children to feel valued and included in the Hythehill family. We will create a nurturing and secure environment where children feel safe, and will support their emotional, social and mental health. All pupils will feel valued and will be given opportunities to become effective leaders. All members of our school will actively work together to develop a positive and engaging partnership with the wider community to instill a feeling of belonging.

Values: The school community have recently reviewed the Values of the school in line with the school undertaking UNICEF's Rights Respecting School Award. They

The current school Values are Belonging, Kindness, Determination

Our School Values highlight the importance of our Hythehill Family no matter how long or short a time you have been with us.

Belonging – We are all part of Team Hythehill . Everyone needs to feel valued.

Kindness – Doing the best thing for everyone and considering the feelings of others. We can count on each other.

Determination – Showing resilience to keep going to achieve success so that everyone can achieve.

Assemblies are weekly and once a term we have a whole school achievement Assembly where parents and carers of pupils receiving an award for upholding the school values are invited.

PUPIL LEADERSHIP

We currently have 3 P7 Pupil leadership Groups where pupil applied for the positions of:

School Ambassadors – These pupils are role models for the school and lead on topics such as Anti-bullying

House Captains – These pupils lead on House Points and upholding the school values

Peer Mediators – These pupils help support our younger pupils learning to play and helping sort out minor disagreements

We aim to introduce more pupil leadership opportunities throughout the session. All P7 pupils are buddies to the primary 1 pupils and this relationship starts early on when the older pupils are in P6 forging relationships

Our Aims:

At Hythehill School, we aim to help every learner develop the knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities:

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

Successful Learners	Confident Individuals
- Plan a structured and balanced 'Curriculum for Excellence'. - Varied teaching methods and activities. E.g. 'active learning'. - Encourage pupil responsibility for self/peer assessment and target setting. - Monitor progress, record achievement and attainment to ensure each child reaches their potential.	- Identify the emotional, physical and social needs of pupils and help them develop positive attitudes, personal and social skills. - Provide appropriate support for children with additional needs. - Celebrating success in the classroom, the school and in 'out of school' life. - Encourage a healthy and active lifestyle. - Create within the school a warm, caring and supportive atmosphere in which children, staff and parents feel secure and valued.
Responsible Citizens	Effective Contributors
- Encourage children to enrich the school and its community by acting responsibly and by valuing the unique culture and traditions of its past. - Ensure that individual differences of race, culture and belief will be respected and celebrated as an enriching factor in the school community. Equal opportunities will exist for all. - Enable children to take part in decision making in the school through the pupil council and class circle time activities.	- Promote attitudes of enterprise and self-reliance. - Encourage pupils to work on their own, and in teams to apply their thinking skills, to create and develop ideas, and to solve problems.

We encourage pupils to be responsible and to take an active part in the school while providing a relevant context in which they can practise skills for learning, work and life through our 'Contexts for Learning' and Pupil Groups.

POSITIVE RELATIONSHIPS

We encourage children to have a responsible and caring attitude towards others through our Positive Behaviour Policy. This provides us with opportunities to celebrate their successes and achievements in the classroom, in our regular assemblies, through our newsletters, through our 'House Points' system.

Children are expected to follow the School Charter. They are made aware that they are responsible for their own actions and we encourage them to be honest about their role in any situation, emphasising that if they withhold the truth they will only make a bad situation worse for everyone involved. We believe in a positive approach towards behaviour management but where this fails consequences will be enforced.

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

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

School Ambassadors (P7) lead the school with the HT to promote a culture of Anti-bullying and raise awareness of what bullying behaviours are and what we can do to help if someone is experiencing them.

NURTURING APPROACHES

Hythehill Primary is a 'solution oriented' school. We encourage children to treat others as they would like to be treated themselves. Positive playground play and behaviour is emphasised. We have also developed Wider Curriculum Groups which have a focus on Nurture. These groups are composed of children who have been identified by the class teacher or who, through, working with parents have been identified as requiring some support in to cope with their emotions or need time to reflect away from the classroom environment. These situations can be in school and/or at home.

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

EMOTION COACHING/ZONES OF REGULATION

All teaching and support staff at Hythehill have recently been trained in emotion coaching which is a set of strategies an adult can use to help children in moments of heightened emotions to allow them to calm down physically and psychologically.

Zones of regulation are used in all classrooms across the school and provide an easy way for children to think and talk about how they feel at different times. It sorts emotions into four coloured zones

Blue - Sad, Bored, Tired, Sick

Green Zone – Happy, Focused, Calm, Proud

Yellow – Worried, Frustrated, Silly, Excited

Red – Overjoyed, Elated, Panicked, Angry, Terrified

BULLYING

Incidences of potential bullying are taken very seriously. We try to help children to resolve any issues that arise. It is very important that all children are encouraged to share if they are concerned or worried about a situation in school. Please contact us if there is a matter causing your child concern. Together we can work together as a team to ensure the best possible outcome for all involved.

Moray Council's anti-bullying Policy can be found here:

https://drive.google.com/file/d/1_MQJ7FxsBdl6sP_zzObJwhUJgGnhMNsJ/view

Defining bullying

"Bullying is both behaviour and impact: the impact is a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships: it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online"

Respectme 2015

Within school we endeavour to:-

- ✓ listen and reassure
- ✓ establish the facts
- ✓ deal with incidents
- ✓ apply appropriate sanctions
- ✓ ensure that everyone has the same understanding of what bullying behaviour is
- ✓ ensure that everyone is aware of procedures.

Strategies to Combat Bullying

We aim to include the following in our curriculum:

- ✓ Befriending
- ✓ Circle of Friends
- ✓ Support Groups
- ✓ Mediation by Adults
- ✓ Mediation by Peers
- ✓ Restorative Practice
- ✓ Anti-bullying Week

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

Each year the P7 Ambassadors (pictured above) lead Anti-bullying throughout the school in line with the National Anti-bullying Week in November. The Head Teacher also visits each p5-7 class to ensure they have an understanding of the protected Characteristics.

ENROLMENT AND TRANSFER/Starting Primary 1

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

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

In January, a notice is placed in the local newspapers, significant places and in social media across the community which will give information to prospective parents and how they enrol their child in a school and about enrolment dates and catchment areas. Enrolment is made online and to your catchment school. if you would like to request a placing at another school this is made on a separate form.

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

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

When children start school in August, they attend full time from week one.

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



NEW PUPILS

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

TRANSFER FROM OTHER SCHOOLS

It is helpful if records and work from previous schools are available for your child's new teacher so that we can try to ensure that continuity of learning takes place. We also advise that children should be allowed to settle over a few weeks, unless there are major concerns, and then parents should arrange to meet the teacher to discuss how the transfer has gone.

SUPPORTING OUR MILITARY FAMILIES



Hythehill Primary School serves the Lossiemouth RAF base in Scotland. To support these children we have an allocated Forces Families Support Worker. They work with pupils and the school in supporting children during transition periods and whilst a parent is on detachment. They also support in addressing gaps in attainment which may be as a result of a school, we approach all changes with a range of support strategies for both parents and pupils.

NURSERY

Hythehill Nursery is housed within the school building in the school catering for 40 children in the Lossiemouth High School Associated Group catchment area. Mrs Michelle Johnson, the Nursery Manager, manages the nursery separately from the school but we maintain close links and shared events.

A separate nursery handbook with additional information is available on request.



MOVING ON TO SECONDARY SCHOOL

At the end of Primary 7, pupils move onto their secondary education. Pupils from Hythehill Primary usually transfer to Lossiemouth High School. There is an extensive transition programme, which begins in August with a Transition Science Project undertaken by the four primary schools. In January, enrolment and parental consent forms are completed. In February, Guidance staff visit the school. In early June Guidance staff once again visit and pupils spend two days later in June at the High School.

There are enhanced transition opportunities scheduled for pupils who may need it and secondary staff attend any child planning meetings during P7. Lossiemouth High School holds an 'Information for Parents' evening in mid-June.

The contact details for Lossiemouth High School are:

Head teacher:	Ms Caroline Boyd
Telephone Number	01343 812047
Address:	Coulardbank Road Lossiemouth Moray IV31 6JU
Email:	admin.lossiehigh@moray-edunet.gov.uk

PROCEDURES FOR CONTACTING THE SCHOOL

The School Administrator is Mrs Karen Innes. Parents/Carers can contact the Office on 01343 812014 with any enquiries or to advise the school of your child's absence. The Office is open from 8.30am until 3.30pm. Calls made to the office outwith these times will be transferred to our answer machine.

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

ABSENCE

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

A child with 95% attendance will have missed around 60 lessons

A child with 90% attendance is the equivalent of half a day off per week or 19 days across a whole year

If a child averages 90% attendance from p1-S2, they will have missed a whole school year by S3.

SCHOOL INFORMATION TELEPHONE LINE

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

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

SEVERE WEATHER WARNING

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

LEAVING A NON URGENT MESSAGE

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

We also use group texts, Dojo, facebook and X to communicate with parents should there be an unexpected school closure or late opening.

CONCERNS AND COMPLAINTS

Should they have any concerns Parents and Carers are encouraged to contact the class teacher in the first instance and can do this through our communication app Dojo. If they feel it is more appropriate they are always welcome to contact the school office in order to make an appointment to speak to staff at a mutually convenient time. This appointment may not take place on the same day as the request is made due to other learning and teaching commitments. If issues remain unresolved then an appointment can be made (through the school administrator) with the Depute Head Teacher or Head Teacher. If a situation is still unresolved after meeting with the HT, parents are welcome to contact education@moray.gov.uk

FAMILY HOLIDAYS DURING TERM TIME

Advice from the Scottish Executive is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents need to inform the school about such holidays, and each case will be considered on its merits.

Session 2025/2026		
Autumn Term	Starts	<i>In-Service Closure: Monday 18 Aug 2025</i>
	Ends	<i>In-Service Closure: Tuesday 19 Aug 2025</i>
		Wednesday 20 August 2025
Autumn Holiday	Starts	Friday 10 October 2025
	Ends	Monday 13 October 2025
Winter Term	Starts	Monday 27 October 2025
	Ends	<i>In-Service Closure: Monday 10 Nov 2025</i>
		<i>In-Service Closure: Tuesday 11 Nov 2025</i>
Christmas Holiday	Starts	Friday 19 December 2025
	Ends	Monday 22 December 2025
Spring Term	Starts	Friday 2 January 2026
	Ends	Monday 5 January 2026
		<i>In-Service Closure: Thursday 12 February</i>
Spring Holiday	Starts	<i>Mid Term Holiday:</i>
	Ends	<i>Friday 13 & Monday 16 February 2026</i>
		Friday 27 March 2026
Summer Term	Starts	Monday 30 March 2026
	Ends	<i>Good Friday Holiday: Friday 3 April 2026</i>
		<i>Friday 10 April 2026</i>
Summer Holiday	Starts	Monday 13 April 2026
	Ends	<i>May Day Holiday: Monday 4 May 2026</i>
		Thursday 2 July 2026
<i>Plus 1 occasional day holiday when the following schools will be closed:</i>		
Buckie High ASG		Elgin Academy ASG
Tuesday 17 February 2026		Tuesday 17 February 2026
Elgin High ASG		Forres Academy ASG
Tuesday 17 February 2026		Tuesday 17 February 2026
Keith Grammar ASG		Lossiemouth High ASG
Monday 1 June 2026		Tuesday 17 February 2026
Milne's High ASG		Speyside High ASG
Tuesday 17 February 2026		Monday 1 June 2026

Session 2026/2027		
Autumn Term	Starts	<i>In-Service Closure: Monday 17 Aug 2026</i>
	Ends	<i>In-Service Closure: Tuesday 18 Aug 2026</i>
		Wednesday 19 August 2026
Autumn Holiday	Starts	Friday 9 October 2026
	Ends	Monday 12 October 2026
Winter Term	Starts	Friday 23 October 2026
	Ends	Monday 26 October 2026
		<i>In-Service Closure: Monday 9 Nov 2026</i>
Christmas Holiday	Starts	<i>In-Service Closure: Tuesday 10 Nov 2026</i>
	Ends	Friday 18 December 2026
Spring Term	Starts	Monday 21 December 2026
	Ends	Friday 1 January 2027
Spring Holiday	Starts	Monday 4 January 2027
	Ends	<i>In-Service Closure: Thursday 11 February</i>
		<i>Mid Term Holiday:</i>
Summer Term	Starts	<i>Friday 12 & Monday 15 February 2027</i>
	Ends	Thursday 25 March 2027
Summer Holiday	Starts	<i>Good Friday Holiday: Friday 26 March 2027</i>
	Ends	<i>Friday 9 April 2027</i>
Summer Term	Starts	Monday 12 April 2027
	Ends	<i>May Day Holiday: Monday 3 May 2027</i>
		Friday 2 July 2027
<i>Plus 1 occasional day holiday to be agreed by 31 March 2026</i>		

SCHOOL IMPROVEMENT PLAN

At Hythehill we strive to improve the educational experiences for all our pupils. The priorities we have identified for this year have been discussed with the Parent Council and Pupils. They are detailed in **Appendix B**.

CURRICULUM

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

Curriculum for Excellence is **not** a 'one size fits all' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. 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, world-leading, 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 time.

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

<http://www.LTScotland.org.uk/Parentzone>

<http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>

<http://www.educationscotland.gov.uk/parentzone/resources/index.asp>

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

Curriculum for Excellence is all about bringing real life 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:

<http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

CURRICULUM LEVELS

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

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

As a very general guide, children are expected to be at Second level, and beginning to learn and develop at Third level, as they make the transition from primary into Secondary Education.

Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependant on individual circumstances and needs.

EXPERIENCES & OUTCOMES

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

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

We are currently working hard to develop the children's ability to discuss not only what they have learnt but also how they learn.

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**

The Seven Principles -	The Eight Curriculum Areas –
all learning must take account of these principles: • Challenge and Enjoyment • Breadth • Progression • Depth • Personalisation and Choice • Coherence • Relevance This is to ensure children's development is useful and meaningful	containing a range of subjects: • Expressive Arts Art, Drama, Music and Dance • Health & Wellbeing Personal, social and emotional health. Also P.E. • Literacy and English Communicating with others. Reading, Writing and Modern Languages • Numeracy and Mathematics Number work, Problem Solving • Religious and Moral Education Religions, values and beliefs. • Sciences Understanding our planet • Social Studies Scotland and the World; past, present and future. • Technologies Food, Design and Computing.

PLAY

Play is acknowledged as an essential part of the primary curriculum, particularly at the early stages where it could be described as a child's 'work'. It provides a focus for children to explore, and to learn about sharing materials and ideas. Encouraging a growth mindset of curiosity helps children to learn, unlearn and relearn concepts as well as gain an understanding of their world in a non-threatening way. The ways in which children learn through play are discussed more fully at the nursery and P1 induction evenings.



LITERACY

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

Talking and Listening

We encourage:

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

Reading



A variety of reading schemes are introduced in P1 and beyond alongside the Jolly Phonics scheme. Children learn to build vocabulary through sound recognition and blending. Children are also given keywords to build sight vocabulary. Children are given both fiction and non-fiction books by the class teacher, as well as presented with opportunities to choose their own books from the school library. Parental support with reading and modelling of good practice is

encouraged through various homework activities.

Staff are always looking for new and exciting ways to encourage children to embrace the love of reading.



Writing

Staff use a variety of approaches to teach writing through modelling collaborative and independent work

Various forms of writing are undertaken in all year groups – e.g persuasive, recount, report, imaginative, poetry .

Spelling

From Primary 1, children use Jolly Phonics scheme which is a multi-sensory approach to learning sounds.

From Primary 2 onwards children use Jolly Grammar for spelling and grammar. The blends and spelling rule being taught are sent home as part of the homework programme. Parental support in learning spellings through various homework activities is welcomed.



Handwriting

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

MODERN LANGUAGES

All these literacy skills are further developed with the introduction of French from Primary 1 and a further language, Spanish, being introduced at Primary 5. The availability of languages at second level depends on teacher specialism. The school also offers British Sign Language as a further Language.

NUMERACY



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

At Hythehill the practical activities, necessary for children to fully understand computation, will come first. We use a variety of teaching materials, textbooks, cards and computer programmes.



Games and interactive activities are used to learn basic facts and to give repeated practice. Children need to practise orally and in written form to ensure that they can access numerical facts quickly and accurately. Mental maths is given a high priority in our school. Parental support in the learning of number bonds, tables, etc. is welcomed.

There are three broad topics within the Numeracy curriculum:

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

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

HEALTH & WELLBEING

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

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

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

Through circle time we actively encourage the children to take turns in sharing ideas and experiences, as well as displaying acceptable behaviour, courtesy and respect for all.

All children are given a variety of opportunities to work cooperatively as part of a group to help further develop the skills introduced through circle time.

At Hythehill we aim to promote a positive attitude towards physical and outdoor education. Our visiting specialist, class teachers and outside agencies provide a wealth of opportunities to encourage all children to experience a variety of sports.

RELIGIOUS & MORAL EDUCATION

At Hythehill we help the children to develop an understanding that the world is made up of people who may or may not follow and practise different religions.

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

- Beliefs
- Values and Issues
- Practices and Traditions

Teachers include social, moral and religious education within topics, and through this teach the concept of tolerance towards all people.

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



EXPRESSIVE ARTS

- Art and Design
- Drama
- Music
- Dance

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

TECHNOLOGIES



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

These are:

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



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

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

META-SKILLS

Meta-skills are innate, timeless, higher-order skills that create adaptive learners and promote success in whatever context the future brings. From birth, children use their meta-skills as they test and explore the world around them, and it is these meta-skills that act as a key to unlock the development of other transferable and technical skills. Therefore, it is important that as children and young people progress through their education, practitioners make meta-skills explicitly visible and create opportunities for learners to recognise, understand and explore their metaskills development. The Skills Development Scotland meta-skills progression framework has been developed in collaboration with partners and practitioners from across Scotland and aims to help with identifying and understanding what meta-skills look like in the classroom. The framework builds on the 'Skills 4.0 – A Skills Model to Drive Scotland's Future' paper and illustrates examples of meta-skills across Curriculum for Excellence levels, from early years through to senior phase.

Self-management			Social intelligence			Innovation					
Focusing		Integrity		Communicating		Feeling		Curiosity		Creativity	
Adapting		Initiative		Collaborating		Leading		Sense-making		Critical thinking	

ASSESSMENT

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

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



Pupils are actively encouraged to assess their own work and that of their peers, identifying their next steps and developing their skills to become independent learners. More formal 'Progress over time' is reported to parents on a termly basis.

More formal assessments include:

- Primary 1 pupils also participate in SNSA assessments towards the end of Primary 1. This data informs Teacher Professional Judgement.
- Primary 4 and 7 complete SNSA assessments. These assessments are to provide further information to support Teacher Professional Judgement when assessing with a pupil has achieved a level within the Curriculum for Excellence.
- Literacy and Numeracy is moderated throughout the year as part of the school's moderation programme and as part of the Associated Schools Group (ASG) programme.

ATTAINMENT

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

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

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

REPORTING

In October just before the October holidays, Consultation Evenings take place, where each parents and carers have the opportunity to meet with their child's teacher with the purpose of discussing how well they have settled into their new class and to set skills based targets for their child's learning. Children are welcome at these meetings too. A further appointment is arranged before the Easter break following the formal reports to discuss pupil progress and set targets for the end of term.

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

SUPPORT FOR LEARNING (SfL)/ADDITIONAL SUPPORT NEEDS (ASN)

Children do not all progress at the same rate and provision is made within the school for children who, for a variety of reasons, are experiencing difficulties. When a child has been identified as requiring additional support, parents will be notified and in some cases invited to come in to school to discuss the matter with the class teacher and/or the Support for Learning teacher. A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have an LSP (Learning Support Plan) and/or an IEP (Individual Education Plan) devised for them. The LSP and IEP will be shared with parents and the programme will be monitored and updated on a regular basis. Staff also work in partnership with other agencies e.g. Speech & Language Therapy, Educational Psychology.

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

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

PARENTAL INVOLVEMENT

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

Parent Consultations

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

HOMEWORK

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

OPEN AFTERNOONS



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

EXTRA-CURRICULAR ACTIVITIES

The availability of activities offered varies from year to year.

Football



P3-7

Cross Country



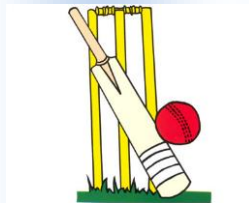
P4-7

Active Schools



P1-7

Kwik Cricket



P6/7

Netball



P4-7

Scripture Union



PARENTAL INVOLVEMENT

Parent Council / Fundraising Group

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

The Parent Council sometimes form fundraising / organisation groups to support school family or fund raising events such as school discos, the Tombola, the Christmas Fayre. The Parent Council encourages all parents to involve themselves with the work of the school.

General School Volunteers

We warmly welcome parents, grandparents and members of the local community as helpers in classes, in the library, on school trips, or at sporting events. This enables us to foster the home and school link and to broaden the curriculum. We do not encourage parent volunteers to help in their own children's classes, as this can be detrimental to the child and parent volunteering. Anyone wishing to help in the classrooms and library must be PVG (Disclosure) checked. If you would like to volunteer to help in the school please contact the Head Teacher or the Depute Head Teacher.

SCHOOL AND THE WIDER COMMUNITY

At Hythehill we are developing opportunities to make wider use of the local community by developing community links and making the most of our beautiful coastal surroundings and natural facilities.

Classes take educational visits as appropriate for their themes into the local environment to make detailed observations and to apply the various skills being taught through the active learning being undertaken in the classroom.

ASSEMBLIES



Whole school assemblies are held weekly. Assemblies are led by the Head Teacher/Depute Head Teacher, and sometimes children or other visitors. We use our assemblies to promote the beliefs and values of the school as well as to celebrate the successes and achievements of the children. Whilst providing a multi-faith education, worship at assemblies is Christian based. Parents are invited to join in with the annual class assemblies and they are also invited along to the Christmas service at St. James' Church.



At the end of the school session we have two assemblies, the Closing Ceremony and the P7 Leavers' assembly. The Closing Ceremony is a celebration of the school's work over that year. It is an opportunity to celebrate the effort and achievement of our pupils and staff. A variety of people from the community are invited to attend this ceremony. At the Leavers' Assembly the focus is on the senior year (Primary 7) as they prepare to move into Secondary education.

FUNDRAISING



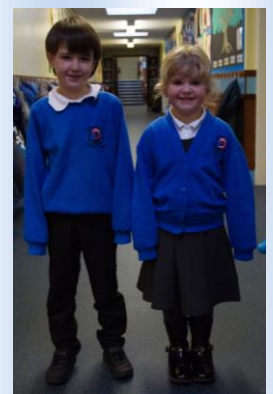
Fundraising activities take place throughout the year and range from things such as a sponsored obstacle course to dress down days. We usually hold a Christmas or Summer Fayre to raise funds to benefit the pupils.

UNIFORM

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

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

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



EAGLE
FALCON
KESTREL
OSPREY

P.E. kit consists of:

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



School requirements for new infants coming to school:

- PE shoes (preferably slip-on)
- tidy bag for PE kit
- handkerchief or box of tissues (teacher will store these)
- apron, overall or old shirt with sleeves for art activities
- school bag (large enough to carry everything plus a book bag which they will receive from the school)

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

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

SCHOOL MEALS



All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for Food and Drink in Schools and offer choice and variety. All children are eligible for free school meals until they reach P6. Meals from P1-P5 are available automatically. From P6, school meals can be purchased online and from the school. The current cost is £2.50. Information regarding the roll out of free school meals to the remaining primary school year groups (P6-P7) will be provided AS DIRECTED

BY THE Scottish Government.

In cases of emergencies or sudden alterations of plans, meals will, of course, be provided to be paid for afterwards. Provision is made in the school for those who wish to bring a packed lunches.

You can apply for free school meals for your child (P6-7) if you are receiving benefits. Check your eligibility http://www.moray.gov.uk/moray_standard/page_55486.html

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

TRANSPORT

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

Any child living more than two miles from the school is entitled to transport if the family live in the school's catchment area. Children living outwith the zone are not entitled to transport.

To claim entitlement, please refer to **Appendix A** for information on how to request an application form.

https://online.moray.gov.uk/site/wss/request/ss_school_transport



WATER BOTTLES

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. There is a water cooler available to top up bottles. Please bring a named water bottle to school.

VALUABLES AND LOST PROPERTY

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

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

HEALTH & SAFETY

Allergies

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

Accidents in School

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

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

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

Administration of Medicine

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

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

Head Lice Guidelines

Parents are responsible for:

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

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

**Moray Council
Education, Housing & Communities**

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

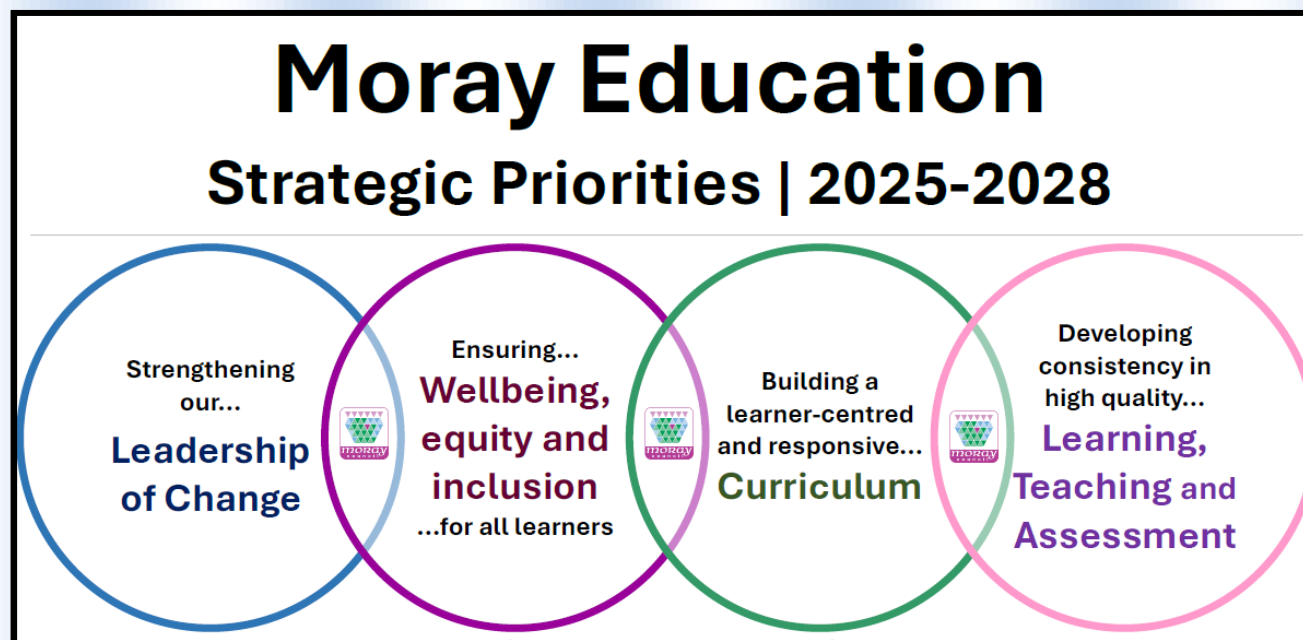
Website: www.moray.gov.uk

Revised 15/10/2019

Moray Council A-Z

Active Schools	Telephone:	01343 563890
Email:	Active.schools@moray.gov.uk	
Website:	www.moray.gov.uk/moray_standard/page_52055.html	
Additional Support for Learning	Telephone:	01343 563374
Email:	education@moray.gov.uk	
Website:	www.moray.gov.uk/moray_standard/page_42567.html	
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
Email:	Local school or education@moray.gov.uk	
Website:	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html	
After School Clubs	Telephone:	01343 563374
Email:	Childcare.info@moray.gov.uk	
Website:	www.moray.gov.uk/moray_services/page_44889.html	
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)	
Website:	www.moray.gov.uk/moray_standard/page_100164.html	
Attendance and Absence	Telephone:	01343 563374
Email:	education@moray.gov.uk	
Website:	www.moray.gov.uk/moray_standard/page_55580.html	
Bullying	Telephone:	01343 563374
Email:	education@moray.gov.uk	
Website:	www.moray.gov.uk/moray_standard/page_52988.html	
Childcare	Telephone:	01343 563374
Email:	Childcare.info@moray.gov.uk	
Website:	www.scottishfamilies.gov.uk/	
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
Email:	childrensaccessteam@moray.gov.uk	
Website:	www.moray.gov.uk/moray_standard/page_47606.html	
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
Email:	childrensaccessteam@moray.gov.uk	
Website:	www.moray.gov.uk/moray_standardpage_55497.html	
Clothing Grants	Telephone:	01343 563456
Email:	revenues@moray.gov.uk	
Website:	www.moray.gov.uk/moray_standard/page_55486.html	

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



School Improvement Plan

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

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Priority 1

Summary of Priority: **Supporting All Learners at Universal Level**

Key links to Moray Education Priority Area(s):

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

- ☐ Curriculum
- ☐ Learning, Teaching and Assessment

- ☒ Self-evaluation for self-improvement

NIF Priorities:		Corporate Plan 2024-2029:		Children's Services Plan:	HGIOS?4 QIs:		
☒ Placing human rights and needs of every child and young person at the centre ☒ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in achievement, particularly in Literacy and Numeracy		☒ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☐ Build thriving, resilient, empowered communities		☒ <u>P1</u> : Tackling child poverty ☒ <u>P2</u> : Improving the mental and emotional wellbeing of C&YP and their families ☒ <u>P3</u> : Keeping C&YP Safe ☒ <u>P4</u> : Strengthening family support ☒ <u>P5</u> : Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5	☒ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☒ 2.7	☒ 3.1 ☐ 3.2 ☐ 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success			
All learning spaces to use the CIRCLE Framework visual resources	Pupils have a consistent and clear visual experience in class and around the school	Term 1	All staff	Pupil Ambassadors to conduct a walk-through using the CIRCLE check-list			
All learning spaces to create Nurture Neuks, Pupils are to work together to select sensory, calming resources to create their own Nurture space within the classroom	Pupils have a space to regulate/take time out when necessary promoting inclusion and nurture at Universal level	Term 1	All staff	Reduction of low-level dysregulation			
All staff to follow the Nurture principles as a basis for all communication with children to form positive relationships with all our children	Consistent positive language used in all interactions with children All pupils feel included and understood	2025-26	All staff	- Pupil feedback - Learning visits - Interactions between staff and children - Updated Positive Relationships Policy			
Increase the awareness of GIRFEC through weekly assemblies and follow up work in class to create central SHANARRI display	All pupils will have an increased understanding of wellbeing and the steps they can take to stay healthy	Term 1	EM All staff	- Conversations and feedback from each class weekly. - Wellbeing wheels completed after Term 1			

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Purchase the subscription of Tree of Knowledge for staff to use in conjunction with new H&WB progression	Pupils have engaging, motivating and relevant resources to help deliver Health and Wellbeing	Term 1	EM	Feedback through self-evaluation in Term 3
Re-start the Dandelion project	All children from families in the Armed Forces are well-supported and championed in school	Session 2025/26	CW PSA Hannah Fyfe	- Feedback from parents and pupils through a variety of work - Evaluations from PSW
<i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i> Learning observations; self-evaluation; well-being wheels; pastoral notes				

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Priority 2

Summary of Priority: **Delivering the Curriculum through high-quality Learning, Teaching & Assessment**

Key links to Moray Education Priority Area(s):

- ☒ Leadership of Change
☐ Wellbeing, equity and inclusion

- ☒ Curriculum
☒ Learning, Teaching and Assessment

- ☒ Self-evaluation for self-improvement

NIF Priorities:		Corporate Plan 2024-2029:	Children's Services Plan:	HGIOS?4 QIs:		
☐ Placing human rights and needs of every child and young person at the centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in achievement, particularly in Literacy and Numeracy		☐ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☐ Build thriving, resilient, empowered communities	☐ <u>P1</u> : Tackling child poverty ☐ <u>P2</u> : Improving the mental and emotional wellbeing of C&YP and their families ☐ <u>P3</u> : Keeping C&YP Safe ☐ <u>P4</u> : Strengthening family support ☐ <u>P5</u> : Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☒ 1.1 ☐ 1.2 ☐ 1.3 ☒ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☒ 3.1 ☐ 3.2 ☐ 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
Measure impact of work started last term on the consistent structure of a lesson	Learners experience a consistent lesson structure which sets clear LI/SC and through differentiation pupils are supported and challenged to make progress Using AifL and feedback progress can be made and measured	Term 1 and throughout the session	All teaching staff	- Class visits and observations collations - Report from Primary Advisor		
Use a clear maths progression to establish and improve pace and coverage of a level Purchase new Leckie and Leckie resources to complement White Rose	Pupils have access to a well-rounded suite of learning resources	Term 1 and throughout the session	EM and all teaching staff	- Feedback from staff - Jotter monitoring		
Use Assessment and Moderation Toolkit for assessing final pieces of Writing/Hot Tasks and Listening & Talking toolkits to assess Group	Learner's progress will be summatively assessed to improve next steps and accuracy of TPJ	Term 1 and throughout the session	EM All staff	Tracking and monitoring meetings		

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Discussion, Purposeful Listening and Solo Presentations				
Introduce a more robust tracking and Monitoring System Early tracking meetings in September to ascertain groups for R,W,L&T & M	Pupils progress, pace and coverage will be accurately tracked highlighting any gaps in learning	Sept, Nov, Feb, May	EM, EB All staff	- Classes tracked and grouped - Subsequent racking and monitoring meetings - Forward planning
Pilot Planning for Assessment format n term 1 for use from term 2 onwards	Teacher planning is assessment driven ensuring relevance and pace for pupils	Term 2 onwards	EM All staff	Forward planning each term
Use the Northern-Alliance Self-evaluation Toolkit to evaluate strands of 2.3 learning, teaching & Assessment to highlight areas for future improvement and development	The quality of L, T A is improved through increased awareness of highlighted areas for improvement	Term 3	EM All staff	Data from Northern Alliance used to inform SIP 2026/27
Introduce the metaskills through Assemblies in Term 2	Pupils have an understanding of the 12 metaskills and how they can impact positively on their skills for life, learning and work	Term 2	EM all staff	Feedback from pupils
Purchase assessment packs (YARC and MALT) to assess new pupils to accurately assess where they are in their learning	Pupils will be placed in the correct groups for learning	Term 1	EM	- New Pupils grouped correctly in classes - Forward planning and evaluations
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: NA Toolkit data; class visits; jotter monitoring; tracking discussions, ACEL, feedback from staff				

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Priority 3

Summary of Priority: **Leadership of Change**

Key links to Moray Education Priority Area(s):

- ☒ Leadership of Change
☐ Wellbeing, equity and inclusion

- ☐ Curriculum
☐ Learning, Teaching and Assessment

- ☒ Self-evaluation for self-improvement

NIF Priorities:		Corporate Plan 2024-2029:		Children's Services Plan:	HGios?4 QIs:		
☐ Placing human rights and needs of every child and young person at the centre ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in achievement, particularly in Literacy and Numeracy		☐ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☒ Build thriving, resilient, empowered communities		☐ P1: Tackling child poverty ☐ P2: Improving the mental and emotional wellbeing of C&YP and their families ☐ P3: Keeping C&YP Safe ☐ P4: Strengthening family support ☐ P5: Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success			
Use resources such as Simon Breakspear's clarity canvas to structure professional enquiry and CLPL for teaching staff through PRD All staff to undertake PRD/ERDP	Learners are taught by a skilled team of staff who undertake focussed CLPL opportunities impact positively on learning	2025/26 CT's Term 1 & 4 Support staff November	EM	- Learning observations - PRD meetings in Term 1 and again in Term 4			
Create opportunities for staff to share their enquiry/professional learning	As above	ongoing	EM	- PRD - Self-evaluation - Staff overview of professional learning/enquiry			
Staff and pupils to have opportunities to lead throughout the school	Learners are part of the leadership system and lead vital parts of whole school learning promoting awareness and empowerment as well as developing key metaskills	Session 2025/26	EM LS	Data and presentations from: School Ambassadors – Anti-bullying, evaluating areas of the SIP through leading focus groups, volunteering in the community Peer Mediators – helping to promote restorative and respectful conversations to resolve conflict in a solution-orientated way House Captains – raise the profile and identity of the Houses			

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			LS LS	and re-introduce points • Pupil Council – represent their classes in matters for consultation
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: Wellbeing Wheels, Leadership Group Minutes; PRD s September and June; learning observations				

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